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ABSTRACT

This curriculum guide, developed for use in secondary vocational home economics education in Texas, is correlated closely with the essential elements prescribed by the State Board of Education. The competencies in each guide are the essential elements, and the subcompetencies are the subelements prescribed in the Texas Administrative Codes for vocational home economics. A conceptual outline of each unit is shown in the left-hand column, with corresponding learning and evaluation experiences in the right-hand column. These relate to the subelements of each unit. Teaching aids keyed to the learning and evaluation experiences--including transparency masters, activities, and exercises--are located at the end of the book. Key points for discussion and review and critical questions are highlighted. The seven units of the guide cover the following topics: parenthood; prenatal and postnatal care; development of children; selection and use of appropriate child guidance techniques; social implications on the development of the child; special needs; and career options and adjustments. (KC)

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ED306378

ADVANCED CHILD DEVELOPMENT

VOCATIONAL HOME ECONOMICS EDUCATION

TEXAS EDUCATION AGENCY

AUSTIN, TEXAS

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ADVANCED CHILD DEVELOPMENT

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COMPLIANCE STATEMENT

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ADVANCED CHILD DEVELOPMENT

Advanced Child Development is one of the various curriculum guides developed for use in Vocational Home Economics Education in Texas. Additional guides are available for secondary education in the areas of Comprehensive and Technical Home Economics, Home Economics Cooperative Education; Home Economics Pre-employment Education (including courses designed for the academically disadvantaged and handicapped students). Other guides are available for adult education and postsecondary education in home economics subject training areas.

Overview of the Guide

Each subject guide is written to the teacher and is correlated closely with the Essential Elements prescribed by the State Board of Education in Texas Administrative Code 75.50 (b), and 75.83 (a) thru (x). The competencies in each guide are the essential elements and the sub-competencies are the sub-elements prescribed in the Texas Administrative Codes for Vocational Home Economics. The conceptual outline as shown in the left hand column (a corresponding learning and evaluation experiences in the right hand column) relate to the sub-element of each unit. Teaching Aids keyed to the learning and evaluation experiences are located at the end of each book. Designations have been used in the content for developing skills within the Common Elements to all vocational education courses with a designation of [C]. The application of basic/academic skills has been given a designation of [B]. Key points for content discussion and review have been given a KEY QUESTION designation, and methods for developing critical thinking skills have been given a CRITICAL QUESTION designation.

Particular care has been taken to provide age appropriate concepts and learning activities. Teachers will need to exercise judgement, initiative, imagination, and creativity in working cooperatively with students, parents, school administrators, and local advisory council members to develop a local program that will serve the students enrolled in Vocational Home Economics Education. The subject area guides are intended to guide the content, not dictate the content.

TEACHERS SHOULD NOT EXPECT TO USE ALL OF THE SUGGESTED EXPERIENCES IN ONE CLASS NOR FEEL THAT ALL ARE NEEDED TO TEACH ONE ESSENTIAL ELEMENT (WHICH INCLUDES THE COMPETENCY AND SUB-COMPETENCIES). The variety of experiences included should enable teachers to select and use those teaching-learning experiences that will help students reach the objectives.

An excellent resource for information on teaching all students is the book, *Guide to Teaching*. The book addresses methods for teaching students with varying learning levels. It also provides special guidelines and information regarding the at-risk students and the disabled or handicapped students.

TAC 75.83
ADVANCED CHILD DEVELOPMENT

(e) Advanced child development (1/2 unit) shall be a laboratory-oriented course and shall include the following essential elements:

(1) Concepts and skills related to parenthood. The student shall be provided opportunities to:

(A) describe responsibilities of parenting;
(B) summarize the financial impact of children on the family;
(C) discuss social, emotional, intellectual, and physical factors related to parenting; and
(D) describe responsible behavior in prevention and control of disease.

(2) Concepts and skills related to prenatal and postnatal care. The student shall be provided opportunities to:

(A) describe the stages of prenatal and neonatal development;
(B) outline the impact of genetics, environment, and mother's health on prenatal development;
(C) identify neonatal care essential to the well-being of the child; and
(D) describe postnatal care essential to the well-being of the mother.

(3) Concepts and skills related to the development of children. The student shall be provided opportunities to:

(A) explain various theories and principles of growth and development;
(B) describe the interrelationships of the social, emotional, intellectual, physical, and moral development of the child;
(C) point out the practices which foster healthy social, emotional, intellectual, physical, and moral development;
(D) identify developmentally appropriate sex-related information for children of different ages;
(E) analyze the influence of role modeling on children; and
(F) point out the impact of parenting/caregiver practices on a child's self-esteem.

(4) Concepts and skills related to selection and use of appropriate child guidance techniques. The student shall be provided opportunities to:

(A) describe guidance methods and factors influencing their effectiveness; and
(B) assess society's role in protecting the rights of children.

(5) Concepts related to the social implications on the development of the child. The student shall be provided opportunities to:

(A) discuss the effects of parent/guardian employment on the well-being of the child;
(B) identify local, state, and national resources related to children; and
(C) discuss societal trends impacting children.

(6) Concepts and skills related to special needs. The student shall be provided opportunities to:

(A) describe methods for identifying children with special needs;
(B) evaluate methods for challenging gifted and talented children;
(C) summarize ways to care for and guide children with handicaps; and
(D) summarize forms, causes, effects, prevention, and treatment of child abuse.

TAC 75.83
ADVANCED CHILD DEVELOPMENT
UNIT I

COMPETENCY: (e.1) *Develop concepts and skills related to parenthood.*

SUB-COMPETENCIES:

(A) *Describe responsibilities of parenting.*

(B) *Summarize the financial impact of children on the family.*

(C) *Discuss social, emotional, intellectual, and physical factors related to parenting.*

(D) *Describe responsible behavior in prevention and control of disease.*

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
I. Parenthood A. Tasks and responsibilities 1. Introduction to parenting	Lead students in brainstorming good and poor reasons for becoming a parent. CRITICAL QUESTION: How do the reasons identified affect the children involved? Ask students to list on Teaching Aid 1, Pros and Cons of Having A Baby, as many pros and cons as possible of having a baby at different ages. Include younger than 18 years, 18 to 22 years, 23 to 29 years, 30 to 40 years, and older than 40. Consider males and females separately. Include considerations related to the child as well as the parent. Divide students into two teams for each age group to debate the pros and cons of having a baby at different ages. Pros and cons may include social, emotional, and physical readiness or maturity; economic and career stability; educational needs; and physical risks to mother and infant. Assign students to write an essay describing an anonymous person they know who they feel is a successful parent. Instruct students to include how the parent relates to the child and list the parenting skills they have noticed. CRITICAL QUESTIONS: What parenting behaviors promote positive parent-child relationships? What parenting behaviors would negatively impact parent-child relationships?[B] Ask students what advice they would give prospective parents. Have them write down 10 suggestions on how to be good parents. CRITICAL QUESTION: If you could make only one contribution toward the development of a child you are responsible for, what would it be?

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Arrange for a panel of parents to discuss "What I Wish Someone Had Told Me About Being a Parent." Prepare students to respond with questions.
2. Providing environment for optimal development	Have students read text and other references to compile a list of responsibilities parents have for children and categorize according to physical care and protection, fulfillment of social and emotional needs, and provision for intellectual and educational needs. Lead a class discussion on what consequences might be if any of these responsibilities are not fulfilled. CRITICAL QUESTION: How are adults other than parents responsible for children in our society?
	Provide for a guest speaker or media presentation on child neglect for evidence of what happens to children when they are not cared for and protected by parents. Lead a discussion on the possible short-term and long-term emotional, social, and physical effects on the child.
	Present an overview of housing needs of infants. Lead a class discussion on whether or not infants need their own rooms. Lead students to brainstorm ways a couple in a small apartment can adapt space for a baby. Include a quiet area for sleeping, a place for bathing and changing, and a place for playing and interacting with people.
	Read cases in Teaching Aid 2, Case Studies On Potential Parents, related to couples who are about to become parents. Ask students for ideas about what the couples could do to fulfill each other's needs as well as the infant's needs. CRITICAL QUESTIONS: What if the parents' needs conflict with the infant's needs? What are the likely long-term effects of blatant disregard for meeting the needs of the parents? What are the likely long-term effects of blatant disregard of an infant/child's needs?
B. Financial impact of children 1. Infancy	Have students brainstorm to identify the expenses a couple incurs with the arrival of their first baby. List these items on the chalkboard or on a large piece of paper. After completing the list, use Teaching Aid 3, What Does A New Baby Cost?, to arrange items into categories such as medical expenses, furniture, clothing, supplies, and food. Lead a class discussion on the relative importance of the items listed in each category.
	Have students read and complete activities E-9, E-10, and E-11 on Children Cost in *Home and Career*, pp. 68-70, Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas.
	Assign each student to make a budget for a couple anticipating a new baby. Teaching Aid 2, Case Studies on Potential Parents, may be used. Help students estimate the income and living

expenses of the couples in the case studies with and without the mother continuing to work. CRITICAL QUESTION: In what ways might inadequate financial resources of a family affect a child?[B]

List for the class needs of the baby that change as the baby grows. Include such things as increased food costs, child care, clothing costs, housing space needs, and other services. Lead a class discussion on changes to the budget that will occur as the baby grows older.

Assign students to work in groups to select items which might be included in an infant's layette. Mail-order catalogs or a field trip to a specialty store, a department store, and a discount store may be used to obtain prices. For each item on the list, the range of prices at which the item is available should be determined. Have each group write a description and list the features, quality, and cost of the least expensive, medium-priced, and higher-priced item available at each store. Decide which items are the best buys in terms of quality and price. Guide the students in evaluating selections. A report of findings can be made to the class. Point out ways costs could be cut further. KEY QUESTIONS: Would cutting costs reduce the quality? the usefulness? How does the need for durability differ in selecting clothes for infants versus older children, teens, or adults? What features are most important in the areas of durability, safety, and care requirements of infants' clothing?

Lead a class discussion on ways parents can cut the expense of a layette for their first child. Some examples include making items, purchasing items at secondhand sales, being conservative with the amount and type of items purchased, and borrowing from a friend.

Have students identify the equipment and supplies needed for a baby's sleeping comfort. List the items on a chalkboard. Divide items into the following categories: essential, nice to have, and luxury. Identify safety precautions for infant bedding.

Lead students to brainstorm and identify the feeding equipment and supplies needed by an infant. List the items on a transparency and show examples. Compare the class list with several references. Add any items not on the list.

Have students view pictures of equipment and supplies needed for an infant's bath and make a list of the supplies and equipment. Each item can be categorized as essential, nice to have, or luxury.

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	KEY QUESTIONS: Which items would work best for a parent in a wheelchair? a parent with limited arm use? families with limited housing space?
	Show the class or list examples of items that parents might have on hand that could be substituted for special bath items. Examples include using a plastic washtub rather than a baby's bathtub and using a tabletop rather than a bathing table. KEY QUESTION: How would the substitutions compare to the special equipment in terms of cost, space requirements, safety, effectiveness, and convenience?
	Assign students to study cost differences of two-year use of disposable diapers, cloth diapers when cared for personally, and cloth diapers when cared for through a diaper service. Lead a class discussion on the pros and cons of each situation, including other factors as well as expense. Consumer reports and articles may be read for background information.
	Have students study mail-order catalogs and magazine articles about safety to identify features to look for in infant seats and car seats. Students should share findings in a class discussion. Have them compare costs of seats with different features from stores and catalogs. Suggest that students investigate the availability of infant seats for rent or loan in the community. Conduct a class discussion on the investment made in an infant or child's safety by spending money on a car seat.
	Cite necessary items for a basic maternity wardrobe. Lead a class discussion on how clothing needs may vary according to activities, climate, seasons, and life style. Have the class compare the cost of buying maternity clothes at a maternity shop with the following: homemade items, secondhand items, department store items, and sale items. Consider whether there is a difference in the quality of items. CRITICAL QUESTION: What points should be considered when deciding the quality and price standard that could be justified for maternity clothes?
2. Medical expenses	Invite a panel of young parents to share with the class the costs of having a baby. Parents with a variety of birth experiences may be included. Examples include natural childbirth, childbirth with drugs, cesarean birth, hospital birth, and birth at home with a midwife. Give the following questions to the panelists in advance so they may prepare to answer them: How much was spent on medical expenses? How much did they pay the physician or clinic? How much did they pay the hospital? What services were provided by each? What additional medical expenses were incurred, such as lab work or prescriptions? Were part or all of these expenses covered by insurance? How did the young couple

adjust their spending to meet the costs of having their child? KEY QUESTIONS: Can you think of other ways young couples can meet the costs of having a child? How did costs vary among different physicians, clinics, and hospitals? How do costs vary according to the size of the community? Have class read a current article on the cost of having a child. Ask how unexpected expenses incurred by the couples interviewed compares with the average costs given in the article. NOTE: A local hospital or obstetrician may be available to supply an estimated cost summary for both a natural birth and a cesarean birth including physician fee, hospital charges, and additional services.

Have students read a medical insurance policy which includes coverage for pregnancy and delivery. Prepare a list of terms or conditions that were not clear. Invite an insurance representative to describe insurance coverage that relates to pregnancy and delivery and explain the terminology or conditions listed.

Have students talk with couples who have had babies recently. Ask them if they had insurance covering pregnancy and childbirth, the kind of coverage, and any problems encountered. KEY QUESTIONS: Do the couples feel that insurance is essential, desirable, or unnecessary? Why?

Lead students to brainstorm and list medical expenses that might be incurred during childhood. Include regular care as well as illnesses and accidents.

Assign students to interview a parent to learn what kinds of health care expenses the family has incurred with its children. Include the following interview questions: Which expenses were planned? unplanned? Which expenses were covered by insurance? What percentage of the expense was covered by insurance? Did community agencies help with any of the expenses? Did any community agencies/organizations provide health care at no expense?

3. Expenses during childhood

Have the class brainstorm and list as many kinds of expenses as they can from their own childhood. Have students ask parents or guardian to review the list, adding any additional expenses named, and share findings with the class.

Have the students read and discuss recent articles which estimate the cost of rearing a child. KEY QUESTIONS: What expenses were included in estimating the cost of childrearing? What situations within a family would affect the costs of childrearing?[B]

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	As a class, develop and discuss a life line of necessary expenses for a child from birth through college age. KEY QUESTIONS: What new expenses were added at each age? What expenses increase with age? What expenses decrease with age? What one-time expenses were included? What alternatives might enable the family to reduce the cost of rearing a child?
	Have students working in small groups compare the cost and quality of the child care provided by five different facilities. Use printed brochures or other information from the facilities, personal interviews of parents with children in the facility, and/or interviews with the director or teachers in the facility. Surveys of different local child-care facilities may be made to determine the cost of care for an infant, a two-year-old, a five-year-old, and after-school care for a first-grader. KEY QUESTION: Which agencies and organizations in the community provide economical child care? NOTE: Examples include Head Start programs and churches.
C. Preparation for parenthood 1. Social and psychological adjustments to parenthood a. Lifestyle changes	Describe typical lifestyles of families of different compositions, such as a young working couple with no children, a one-child family with working parents, and a three-child family with a working father. Ask students to predict necessary adjustments and changes each family may have to make if an infant is added to the family. Lead a class discussion on various alternatives which would enable the families to adjust their lifestyles to fit the needs of family members after an infant is added to the family.
	Have students individually list activities they now enjoy. Have them mark "B" for baby next to the ideas which they could share with a child. Mark "C" for change beside those activities they would have to change or "S" for stop beside those they would have to stop if they had a child. Ask students to share with the class. Lead a class discussion on life style changes involved in the commitment to parent.
b. Mental acceptance and adjustment	Tape an interview with a couple expecting their first child and a couple with an infant. Ask them to share their feelings when they first learned they were going to have a baby. Include interview questions such as the following: What psychological adjustments were necessary? What situations or actions made the adjustment more difficult? easier? What effect did the passage of time have on the adjustments? What advice would they give others expecting their first child? Play the taped interview for the class and lead a class discussion on adjustments made when infants are added to families.
	Review factors to consider when planning a family, including age, income, size of family, health, special needs of family members,

career, lifestyle, and other factors. Lead a class discussion on ways the addition of a child affects or is affected by each of these factors. KEY QUESTIONS: How might changes related to each factor affect the parents' relationships with each other? relationships with other family members?

Give examples of some effects pregnancy may have on wife-husband relationships. The following may be included as possible wife-husband relationship problems: 1) change in focus of wife on herself, 2) periods of depression, 3) emotional highs and lows, 4) desire for attention and sympathy by the mother, 5) husband feeling displaced, 6) changes in social life, 7) reaction to different physical appearance of mother, and 8) financial anxiety. In groups, have students offer possible solutions for each problem.

Students may read articles or view audiovisuals on the psychological effects of pregnancy and birth on various family members. Lead a class discussion on psychological adjustments to be made by the father, mother, children, and extended family members. CRITICAL QUESTION: In what ways would the parents' maturity and readiness for parenthood facilitate the adjustments to be made by all family members?

Have students analyze the possible effects that having a child may have on their relationship with their immediate families. They may ask several young parents to describe ways they feel their relationships with their mothers, fathers, and siblings changed as a result of their having a child. Ask for examples of activities that a couple might not be able to continue because of a child. Ask how this could affect the relationship they have with their friends. KEY QUESTIONS: What problems did they encounter in dealing with grandparents? How did the couple's brothers and sisters react to their sibling having a child?

Lead a class discussion regarding how students' current friends might be likely to affect their children. Have students analyze things they have learned from their parents' friends. KEY QUESTIONS: What have you learned from them? Do you think they would be surprised at what you learned from them?

With class, make a list of activities that families and their friends can participate in together. KEY QUESTIONS: How can young children be included in plans? How much would each activity cost? Do you think all members of families would enjoy the activity? How would children's ages influence activities selected?

Ask students to estimate the amount of time a childless couple and a couple with an infant might be able to spend with friends. KEY

QUESTIONS: How might children influence the amount of time available for being with friends? the type of activities you would choose to pursue with friends? How might children change relationships with friends who have children? friends without children?

Define the term *support system*. Have students brainstorm possible support systems for new parents. CRITICAL QUESTION: What effect does mobility have on new parents establishing support systems?

Lead a class discussion regarding the extent to which relatives and friends should be involved in the care of a baby. CRITICAL QUESTION: How does care for a baby by others affect the parents and the baby?

Have students read the text or library references to determine the possible effects of pregnancy during adolescence. Include information about physical aspects, social aspects, psychological aspects, and birth defects.[B]

Have the students interview or survey at least five parents. Students may ask the following questions: How old were you when your first child was born? Looking back, do you think you were too young, too old, or about the right age to become a parent? Why? At the time, how would you have answered the questions? How would your parents answer the questions then and now? Why? Combine results of student surveys and have the class summarize.

Ask students to give examples from acquaintances, television, or movies illustrating how maturity, marital happiness, desire for children, and knowledge of prenatal development influence emotional preparation for parenthood. Lead a class discussion on the interrelationship of these characteristics in promoting emotional stability during pregnancy.

Use situations such as the following to analyze reasons couples portrayed may not be ready emotionally for parenthood. 1) Barbie and Ken let their parents make their major decisions for them. 2) Jack and Jane have little knowledge of household management. 3) Bill and Suzanne are both self-centered. Ask students to explain what they think might happen if these couples decide to have children. KEY QUESTIONS: How do couples know if they are ready for parenthood? Is any couple completely prepared? Why or why not?

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Consider situations such as the following and ask students to determine whether each couple is ready to have a child. 1) Husband is age 18, wife is age 17. 2) Couple has been married six months. Neither presently has a steady job. 3) Wife had mononucleosis two years ago and has been anemic since. She has a high susceptibility to colds and flu. She has improved but is still slightly anemic. Her doctor has urged her to eat three balanced meals and get plenty of rest, but she just has too many things to do. KEY QUESTION: How could each couple be better prepared to have a child?
2. Intellectual demands	Have students debate whether prospective parents should be required to take a test of their parenting knowledge. Arguments could include the kind of knowledge needed. Assign students to use the newspaper, telephone book, and personal contacts to determine available sources of training to improve one's ability to parent. NOTE: Include public school classes, community training programs, public television, organizations, books, and classes through hospitals and clinics. Compare lists. What additional resources might be available within a reasonable distance? Arrange for a guest speaker who provides community parent education classes to discuss the importance of being prepared to parent. Assign written summaries to include the answer to the following question: Why is parent education important?[B]
3. Physical demands	Invite two sets of parents of infants to speak to the class: one family in which both parents work and leave the infant in child care, and one family in which one of the parents stays at home with the infant. Ask couples to review their daily schedules. Ask them how their lifestyle changed when they had their first baby. Ask the guests about the daily schedule for themselves and their infants. Include eating and feeding, nurturing the infant, sleep schedule for parents and infant, physical chores related to the infant such as laundry, bathing and other physical care, and special needs. Have students write a paragraph which compares the way each set of parents spends time when they are with their infant.[B] Lead a class discussion on the implications of adding a child to the family. Include additional expense, time and space requirements, emotional demands, changes in schedules, routines, activities, and possible jealousy. Identify the new infant's needs which may necessitate adjustments in family's routine. Give examples of changes which may occur in roles and schedules of family

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	members with the addition of a child. CRITICAL QUESTIONS: How will the new roles and schedules affect the physical energy, fatigue, and stress of family members? What needs do children have that adults do not have? Are children different from adults? How?
	Show a film or other video to the class which depicts a family with a new baby. Lead a class discussion on how the family manages its daily routine, time, energy, and money (if shown) related to the new baby. Depending upon what is shown in the film or video, choose from the following questions. KEY QUESTIONS: Did the routine meet the needs of all the family members? Was time available for all the necessary tasks? Were any tasks left undone? Why? How were the tasks divided among the family members? What energy-saving techniques were used? Was the family able to meet its needs within its budget? What problems were encountered? How were they solved? Propose ways the family might improve its management to better meet the needs of all family members.
D. Prevention and control of disease 1. Children 2. Parents and other adults	Define *health*. Differentiate between physical and mental health. CRITICAL QUESTION: How are physical and mental health related?
	Assign students to read about the health needs of infants and children. Individual investigations and reports can focus on the contribution of the following to child and family health: nutrition, rest, exercise, sanitation, inoculations, and professional medical care. CRITICAL QUESTION: How are education, lifestyle, and income related to child and family health?[B]
	Have students calculate the number of days of school they have missed during the current semester due to colds, flu, or other contagious or infectious illnesses and the percentage of days since school started which have been missed. Conduct a class discussion on some of the problems experienced when a parent is ill. Use a problem-solving approach to suggest solutions to the problems parents and their families face when they are ill. KEY QUESTION: If they were a parent and responsible for the full-time care of an infant and/or young children, what problems might their illness have created? [B]
	Instruct students to write a research paper to investigate the consequences of day care to the health and wellness of infants and children, problems with contagious disease, and measures day care staff utilize to lessen chances of infection among infants and children.[B]

[B] = Basic Skill Reinforcement

Ask a guest speaker to review the state licensing standards for day care and regulations for family day homes related to the promotion of health and wellness. Have students prepare questions to ask the speaker. KEY QUESTION: How do the licensing standards and regulations address sanitation, inoculations, medical records and reports, and nutrition?

With the class, develop a list of criteria that parents might use in evaluating the healthfulness of a day care environment being considered for their child. Have students rank the listed items in order of importance to the child's well being. Compare the criteria developed to the minimum standards for state licensing. NOTE: An alternative would be for students to use the checklist on pages 62-63 in *Home and Career*, Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas.

Divide the class into groups and have each group appoint a chair and recorder. Have each group use a problem-solving technique to develop possible solutions to the following problem: Joe and Susie are both employed from 8:00 to 5:00 each weekday and are paid hourly wages. On Monday morning their one-year-old son, Adam, awakes at 6:00 A.M. with a high fever and cough. What do they do? Consider the consequences of each suggested solution. Weigh advantages and disadvantages of each. Suggest values, goals, and traditional patterns such as employment, saving to buy a house, and sex roles which may influence the decision Joe and Sue make. Ask students to choose a solution and defend the decision based upon their values and goals.[C]

Investigate to find what child care arrangements are available for working parents to use when their child is ill. Lead a class discussion on pros and cons of leaving an infant or young child in a special sick care program in a hospital setting.

Show students Teaching Aid 4, Immunization For Children, which gives recommended ages for inoculations for children. Have each student research and write a report which describes one of the diseases for which children commonly receive inoculations, and trace its history in this country. Compare the mortality and/or morbidity rate for the disease before vaccination was available with the present rate. Lead a class discussion on the importance of vaccinations to the health and well-being of children today.[B]

Guide FHA/HERO chapter participation in an educational campaign, such as the March of Dimes, which is concerned with preventing and curing childhood health problems.[C]

[C] = Common Essential Element

[B] = Basic Skill Reinforcement

Have the school nurse explain problems related to the prevention and control of disease in school settings and laws requiring vaccinations of children for school attendance. Help students prepare to ask questions about school policies related to health problems and the responsibilities of parents and guardians.

Have a class member contact a public health official to learn about the availability of free and inexpensive health care, including prenatal and well-baby care, testing for contagious diseases, and inoculations. Collect available free literature that would be helpful to parents. Display the literature in the classroom. CRITICAL QUESTIONS: Where does the responsibility for public health begin and end? What is an individual's responsibility for public health? What implications does the health of others have on you and your family?

View a film or listen to a guest speaker to learn about the effects of smoke on the health of a smoker's family members. Find out what health conditions in children make them at greater risk to effects of smoke. KEY QUESTION: What are some chronic conditions in children? NOTE: Examples include asthma and heart problems which are worsened by a smoke-filled environment.

Assign individual students to demonstrate health practices which would be important in preventing and controlling diseases when caring for children. Home nursing and infant care materials may be used as references for planning demonstrations of hand washing, disposal of contagious materials, preparation of infant formula, sanitary diaper changing procedures, and other practices.[C]

An enrichment experience or a Student Occupational Activity could be for students to create a lesson for teaching three to five-year-old children sanitary practices such as hand washing or covering the mouth when coughing. Other class members may critique how easily a child would understand and follow each lesson.

Have students obtain a children's book from the library which has a story or teaches about a health issue and read or review the book for the class. For an alternate activity, students could write and illustrate a book for young children which teaches health concepts.[B]

Use a problem-solving process with students to resolve the following puzzling health situation: Six-year-old Vicki misses school an average of one day a week due to illness. Her parents

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[C] = Common Essential Element
[B] = Basic Skill Reinforcement

provide her with regularly scheduled nutritious meals and take her to the doctor when she gets sick. Guide students to formulate several hypotheses which may explain Vicki's problem. Have students test each hypothesis by asking the teacher questions which can be answered with yes or no. Continue the process until the health situation is explained. Lead a class discussion on alternatives which Vicki's parents might pursue and possible consequences. Mention problems related to physical well-being which could be resolved by thorough inquiry and information gathering. See Teaching Aid 5, Puzzling Health Situation, for further information.

Invite a physician or other health professional to discuss how maintenance of physical health can affect the health of one's children who are born years later. Ask questions related to the effects of drugs, alcohol, lifestyle, and nutrition on the maintenance of optimal health. Students may write a summary of the talk and make conclusions about ways in which one's own personal health habits may be modified to improve chances of healthy offspring.[B]

NOTE: The following experience may be viewed as a sensitive issue. Teachers should follow local district policies and administer guidelines in utilizing the activity in the classroom.

Outline various sexually transmitted diseases and their respective symptoms. Explain the relationship between certain diseases and multiple sexual partners. Have students do library research to find answers to the following questions. KEY QUESTIONS: How can sexually transmitted diseases affect the ability to conceive and give birth to a child? affect the health of the unborn and newborn child?

[B] = Basic Skill Reinforcement

TAC 75.83
ADVANCED CHILD DEVELOPMENT
UNIT II

COMPETENCY: (c.2) *Acquire concepts and skills related to prenatal and postnatal care.*

SUB-COMPETENCIES:

(A) *Describe the stages of prenatal and neonatal development.*

(B) *Outline the impact of genetics, environment, and mother's health on prenatal development.*

(C) *Identify neonatal care essential to the well-being of the child.*

(D) *Describe postnatal care essential to the well-being of the mother.*

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
II. Prenatal and postnatal care A. Prenatal development 1. Principles	NOTE: There are some suggested learning experiences in this unit which may be viewed as sensitive issues. Teachers should follow local district policies regarding the sensitive areas prior to determining which experiences will be selected for classroom instruction. Define *prenatal development* for the class by writing it on the board. NOTE: Prenatal development is defined as the growth of an infant which occurs before birth. Have students divide into groups. Ask each group to compile a list of reliable sources of information about prenatal development in the community. Include a local physician, American Red Cross, health department, and March of Dimes. Lead a class discussion regarding information available from the sources identified. Have each group report to the class. Develop a class list and acquire free materials from the sources if possible. Summarize the reproductive process. Describe the function of each reproductive organ after identifying it on an unlabeled diagram. KEY QUESTIONS: When does fertilization occur? What happens to the egg after it is fertilized?
2. Stages	Present information on the definition and process of conception. Trace how conception occurs from the entrance of the sperm into the vagina through the moment of conception. Illustrate through transparencies, charts, or posters. KEY QUESTIONS: What is conception? When does conception occur? For a special report, a student may research and write about in vitro fertilization or give an oral report to the class. The report

should include discussion of circumstances when this action has been chosen, medical considerations, and legal and moral issues.

Assign the students to study information in selected references on the stages of prenatal development. Ask the students to list the three stages of prenatal development in Teaching Aid 6, Stages of Prenatal Development. Use pictures, models, or transparencies to illustrate the stages of prenatal development and the organization of body structures. Note especially the placenta and the umbilical cord and the fact that the fetus "floats" in the amniotic fluid.

Using Teaching Aid 7, Monthly Prenatal Development, point out monthly development of a fetus. Ask the class to determine the stage of development when the most growth occurs. KEY QUESTIONS: What stages are most susceptible to outside influences such as diet and activity of the mother? What is meant by critical periods in prenatal development?

Have the students collect examples of tales and myths about pregnancy and prenatal development. Lead a discussion with students on how the tales and myths may have originated and whether there is any factual or scientific basis for them. Divide the class into groups. Have the groups rewrite the tales and myths collected, modifying them into facts about prenatal development.[B]

Use Teaching Aid 8, When Will the Baby be Born?, to show how to calculate the date of birth. Have each student calculate the approximate birth date of a baby using the current date as the first day of the last normal menstrual period.

Divide students into groups and ask them to appoint a chair and recorder for each group. Each group will need a calendar. Have each group show date of conception and date of birth on the calendar and key aspects of development which occur each month. They may use references as needed.[C]

3. Changes experienced by the mother
   a. Physiological and psychological

After listening to a nurse, doctor, or panel of young mothers, lead a class discussion on Teaching Aid 9, Prenatal Care: Signs of Pregnancy. Ask students to summarize what they learned in two or three paragraphs and explain how signs of pregnancy may vary. KEY QUESTION: Why is it important for the mother and child that pregnancy be detected early?[B]

Have students make a timetable or calendar to display in class showing when various signs of pregnancy will be noticed, the

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

times at which various physical dangers may occur in the mother, when trouble signs are likely to occur, the normal amount of weight gained at various points, what emotional/psychological variations should be expected, when various types of exercise should begin, and when different activities may need to be adjusted.

Have students investigate influences of the emotional well-being and stress of the mother on the prenatal conditions and development of the child. Assign them to read three reliable sources to gather information and write a report which summarizes the information. The reports may be given orally to the class. Evaluate reports on the basis of content and communication skills.[B]

Show a film or report on research which explains the effect of the mother's emotional state on the developing child. Have students point out information which supports or refutes the following statement: "The more anxious the expectant mother, the more difficulty she is likely to have with pregnancy and delivery, and the more irritable her infant is likely to be." KEY QUESTION: What influence does the father's psychological/emotional reaction to the pregnancy have on the mother's emotional state?

b. Discomfort/danger signs

Have students use references as needed to give examples of physical discomfort often experienced during pregnancy. Students should also describe ways to minimize physical discomfort. Point out that discomfort is normal at certain stages of pregnancy and should not be considered a warning sign that something is wrong.

List complications of pregnancy on the chalkboard. Have students evaluate the urgency of each sign and whether it should be reported to a doctor. Summarize with some of the possible results of ignoring trouble signs during pregnancy. KEY QUESTIONS: What is high-risk pregnancy? What conditions can be detected by amniocentesis? What are some of the possible consequences of a problem pregnancy? What is the relationship between the number of pregnancies and risk?

Ask students to use references to make a list of common problems or complications of pregnancy and label each problem as either minor or major. NOTE: Minor problems may include nausea, heartburn, shortness of breath, varicose veins, and lower back pain. Major problems, which should be reported to the doctor immediately, include unusual weight gain, severe abdominal pain, severe vomiting, fever, and persistent headaches Lead a class discussion on possible causes of the problems. Emphasize that

[B] = Basic Skill Reinforcement

one may not experience problems or complications. KEY QUESTIONS: What problems might result from neglect? What are possible ways to handle each problem?

c. Age of mother

Define *puberty*. Have each student identify the physical changes which take place in girls and boys as they reach puberty. References may be used to identify the changes. KEY QUESTIONS: How is physical maturity related to pregnancy? Why is teen pregnancy considered high risk?

Ask students to predict possible consequences to the baby's well-being if the mother is physically immature or if the mother is older. Lead a class discussion on possible consequences for the mother.

Have the class list complications of pregnancy in older mothers. In groups, assign students to read from periodicals and/or references about the possible complications, such as troublesome pregnancy, difficult delivery, or Down's syndrome. Have each group share findings with the class. Analyze the causes and effects of possible complications on the child. KEY QUESTIONS: What is involved in an amniocentesis test? What is the purpose? What are the risks?

B. Impact of genetics, environment, and mother's health

1. Heredity/environment

Have students find definitions of *heredity* and *environment* in text or other references. KEY QUESTIONS: How are heredity and environment different? How are they related? In what ways do they interact?

Ask students to give examples illustrating differences in people due to heredity and environment. Examples: heredity (color of eyes, body build), environment (language, values).

Have students view a film which explains the basic genetics of conception, including the determination of the sex of the child and the conception of multiple births. KEY QUESTIONS: Why do all of the children in a particular family not look the same? How do multiple births occur? What are the differences between fraternal and identical twins? Teaching Aid 10, Twins, illustrates the differences.

As an enrichment experience students may read research studies of heredity, such as those done by Mendel, and write a report on one of the studies.[B]

Assign students to read pamphlets obtained from the March of Dimes or other reliable sources to identify the most critical period of pregnancy. Lead a class discussion on the findings. KEY

[B] = Basic Skill Reinforcement

QUESTIONS: Why is this period so critical? What are the most common threats? What are standard safeguards?

Provide references for students to read to determine factors which may influence prenatal development or cause irregularities in development. Factors may be listed and discussed in class. Teaching Aid 11, Critical Influences on Development, may be used in the discussion. NOTE: Factors will include Rh factor, age of mother, diseases such as rubella and AIDS, incompatibility of genes, abnormalities in chromosomes, drugs, X-rays, diet, venereal disease, alcohol, and smoking. KEY QUESTIONS: Which of these factors could be avoided and how? What medical procedures are now available to control factors such as Rh? What are some apparent reasons for the fact that women from impoverished environments have significantly higher rates of prenatal problems and infant deaths? CRITICAL QUESTION: What might successfully be done to reduce the health risks of childbearing women from poverty environments?

Have students find definitions of *Rh factor* and *Rh incompatibility* and explain the differences in class. Current publications may be consulted about the complications related to the Rh factor for the mother and infant and the advances which have been made in treating mothers with Rh incompatibility. Refer to Teaching Aid 12, Rh Factor in Pregnancy, to illustrate the effects of the Rh factor.

Show film/filmstrips about harmful influences on prenatal development. NOTE: The March of Dimes and The Health Department are sources of audiovisual and written resources. Have students list all harmful influences mentioned in the audiovisual. Make any necessary additions and lead a class discussion. KEY QUESTIONS: What effects can smoking have on the fetus? What are the possible effects of alcohol on the unborn child? If a pregnant woman contracts rubella in the first three months of pregnancy, what are the possible effects on the fetus?

Provide written materials or audio-visual resources for students to receive background information about genetic defects and diseases and their diagnosis. Distinguish between problems that occur due to improper chromosome division, such as Down's syndrome, and single gene defects, in which a disease or physical problem is passed on through a dominant or recessive gene or on the X chromosome (sex-linked defects).

Students may be assigned to inquire in or near their community about places which provide genetic counseling. If possible, invite a speaker to describe the steps and decisions involved in genetic

counseling. If genetic counseling is not provided in the community, be prepared to inquire through a local physician, prenatal clinic, or the March of Dimes about the nearest city where that service would be offered. NOTE: The steps include blood tests by both parents before conception to identify recessive genes for specific diseases; amniocentesis, for such diseases as Down's syndrome and Tay-Sachs; and counseling for parents who have given birth to a child with a recessive gene defect, such as cystic fibrosis. KEY QUESTIONS: What are arguments for and against receiving genetic counseling before pregnancy? What are some of the ethical decisions related to the process of genetic counseling?

2. Other influences on development
   a. Diet

Identify the nutritional needs of the expectant mother. KEY QUESTIONS: How do the nutritional needs of a woman change during pregnancy? Which foods and beverages are not recommended for a pregnant woman? What are the long-term consequences of prenatal malnutrition? When during pregnancy is nutrition especially critical? Why?

Assign students to make a list of the foods they have eaten in the last 24 hours and analyze them using the United States Department of Agriculture (USDA) Daily Food Guide requirements for teenagers. Then guide them to compare the requirements with those suggested for expectant mothers. Have them change the list of foods they ate to meet the suggested food intake for a pregnant woman. NOTE: Remind male students that they can contribute to family nutrition by becoming aware of the dietary needs of expectant mothers.

Allow students to choose one food group and write a research report on the specific contributions that the selected food group makes to the development of the embryo/fetus. Evaluate reports on the basis of content and communication skills.[B]

Have students make a poster or bulletin board using pictures representing each food group and indicating the recommended servings for a pregnant woman's diet. Illustrate the basic functions of each food group in the health of mother and child during pregnancy.

Have one group of students role play nutrition specialists and set up a cafeteria counter using food models or pictures from magazines. Have the other students role play expectant mothers or fathers accompanying mothers and select a suitable menu for an expectant mother. Then, have them list foods that would need to be included in other meals and snacks during the day to complete the daily requirements for good prenatal nutrition.

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Provide resources for students to look up the currently recommended weight gain for pregnancy and how the weight is distributed to the mother, baby, and support systems. KEY QUESTIONS: What is the total number of calories needed to support the developing embryo/fetus? How and why have weight gain recommendations changed over the years? What is the relationship between weight gain in mothers and the infant complication of low birth weight?
	Guide the class in discussing the validity of the following statement: "During pregnancy, you are eating for two." Ask students to predict the possible effects of too much weight gain or too little weight gain on the health of an unborn child. Examples include ease of delivery, possibility of toxemia, or other complications.
	Assign each student to develop a one-day menu plan for an adult expectant mother. Be sure sufficient calories, vitamins, and minerals are included to meet the needs of the mother and the developing child. Have students modify the one-day menu plan to fit the needs of a 15-year-old expectant mother and the developing child. Have them exchange menu plans with a classmate, critique, and give suggestions for improvement.
	Have students prepare thorough research to argue for or against the following assertion: "Prenatal malnutrition may increase the risk of fetal or infant death, but it has no demonstrable effect on later mental performance." Require that students cite evidence in support of their positions.[B]
b. Health care	Invite a resource person to speak on health and physical needs of a pregnant woman and unborn child. Have students make a list of questions to ask the speaker on the following topics: 1) need to see a doctor, 2) rest and sleep, 3) good hygiene, 4) dental care, 5) exercise needs, and 6) travel. As a conclusion on the day following the presentation, use Teaching Aid 13, Ingredients of Prenatal Care, to summarize important aspects of prenatal care. NOTE: Possible resource persons might include a physician, nurse, or dietitian. KEY QUESTIONS: Why is medical care important early in pregnancy? What are some possible consequences of failure to secure medical care early in pregnancy? What are the possible consequences of failure to secure dental care early in pregnancy?
	Explain to the class what takes place at the first examination of the expectant mother. The examination may include blood pressure, weight, lungs, pelvis, abdomen, breasts, feet, teeth, and urine.

[B] = Basic Skill Reinforcement

KEY QUESTIONS: How may these examinations aid the doctor in caring for the expectant mother and the developing child? How does confidence in a doctor or other health professional contribute to the well-being of a pregnant woman and unborn infant?

Have students complete a medical history form as if they were an expectant mother. KEY QUESTIONS: Why is this history obtained by the doctor early in the pregnancy? How can the history aid the doctor in anticipating problems?

Assign the students to list rules of personal hygiene for an expectant mother. KEY QUESTIONS: How can following these rules help to ensure a healthy pregnancy for mother and baby? What could be the consequences of ignoring good personal hygiene practices?

Have volunteers role play situations depicting positive and negative patient-doctor relationships. An example may be that the doctor is always in a hurry. Use a problem-solving technique to find a solution to the problems faced by the pregnant woman. CRITICAL QUESTION: What alternatives do patients have regarding the prenatal care they receive?

Have each student evaluate his/her own health care and compare it to the recommended health care of an expectant mother. KEY QUESTIONS: How do the two differ? How are they similar? How could you improve your health care and nutrition in preparation for parenthood? Why is the expectant father's health important? What role does the expectant father play in the health care of the mother?

Have students view a film or consult references on infectious diseases and their effects on the expectant mother and the unborn child. Have students make a chart listing the diseases and their effects. KEY QUESTIONS: What diseases that can be passed from mother to fetus harm the child? How can the transmission of the diseases be prevented?

c. Exercise and routine

Ask a maternity care nurse or childbirth teacher to speak on the importance of a healthful routine during pregnancy and preparation for labor and childbirth. The speaker can be asked to lead students in exercises and relaxation techniques recommended for easing the discomforts of pregnancy and preparing for labor and delivery. KEY QUESTIONS: What is the purpose or intended benefits of exercise during pregnancy? What is the husband's role in his pregnant wife's exercise program? What are situations and solutions concerning the absence of the husband or father to assist in the exercise routine?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Have students individually complete or discuss as a class Teaching Aid 14, Is This Lifestyle Healthy for a Mother-to-Be?. Have students write papers describing their lifestyles (work, sleep and rest patterns, activity and exercise, peer and family relationships, eating habits, attention to dental and medical needs, attention to personal hygiene, and travel) and suggest modifications which should be made if their lifestyles were that of a woman in her first, middle, or last trimester of pregnancy. Evaluate papers on the basis of content and communication skills.[B]
d. Drugs, smoking, and alcohol	Use selected references, videotapes, and movies to describe effects of maternal use of prescription and non-prescription drugs, alcohol, and tobacco on an unborn child. Include information about infants born with drug addictions and resulting problems. NOTE: Locate current references for updated information. KEY QUESTIONS: Why should pregnant women avoid over-the-counter drugs? Should the pregnant woman question her doctor about the safety of prescribed medication? Why or why not? What risk is involved in moderate consumption of alcohol during pregnancy?
	Divide the chalkboard into three columns. Have students give examples of various drugs and list in column one. In column two describe each drug's effects on the mother. In column three write the effects of each drug upon unborn children. NOTE: Be sure to include alcohol, tobacco, caffeine, and illegal drugs. Check for the latest research. KEY QUESTION: What are the possible consequences to the unborn child if the mother is in close contact with smokers? CRITICAL QUESTION: What can and should the pregnant woman do who lives with or works in close contact with smokers?
	Have a poster contest in which students illustrate the possible effects of drugs and poor health on the development of the fetus. Topics could include fetal alcohol syndrome, the risk of low birth weight and stillborn infants when mothers smoke, and the short and/or long-term effects of poor nutrition on brain development. Display posters in the community or school.
	Bring to class several examples of over-the-counter drug containers, such as aspirin or cold remedies. Have students read the labels for warnings to pregnant women. A pharmacist may be invited to class to discuss the harmful effects of over-the-counter drugs, or students may refer to the *Physicians Desk Reference* or other references to read about the harmful effects of such drugs during pregnancy.

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Divide class into groups and have each group establish a chair and recorder. Ask each group to prepare a five to ten-minute presentation for the class on the the effects of alcohol, smoking, or a specific drug on the unborn child. Encourage the use of audio-visual aids in the presentation.[C]
	Assign students to write an advertisement warning expectant mothers of the dangers to the unborn child of alcohol use, smoking, or the use of a specific drug.[B]
C. Birth and the neonate 1. Birth a. Stages	Show a film/filmstrip or use Teaching Aid 15, Delivery, and Teaching Aid 16, Birth Process, to identify the stages in the birth of a baby. The stages are labor, expulsion of the baby, and expulsion of afterbirth. Guide students in summarizing the birth process, general time lines and influencing factors, and typical medical considerations/procedures.
	Have paired students use flash cards to learn the terms and definitions related to birth. Examples include contraction, presentation, and crowning. NOTE: Students can make their own flash cards.
	Several young mothers may be invited to class to describe their experiences of giving birth. Questions which may be asked of the mothers could include the following: What were the signs that labor had begun? At what point in labor did you go to the hospital or call a midwife? How long were you in labor before the child was born? What method of childbirth did you use? What do you remember about the birth of your baby? NOTE: Invite mothers who have had positive, normal birth experiences.
b. Methods/types of childbirth	Assign students to read about birth and options for delivery and record information on Teaching Aid 17, Birth Options Summary Sheet. Include information about natural childbirth (drug-free), childbirth with the use of drugs, caesarean section, hospital delivery, and home birth. Have students list characteristics of each type, possible complications associated with each, and the effects of each on the newborn and the mother. KEY QUESTION: What are the short-term and long-term effects on the infant of various drugs used in childbirth?
	Have students interview three mothers with children of different ages. As a class, develop a questionnaire to be used. Questions may include the following: Was your baby born at home or in the hospital? What do you remember about the birth of your child? Did you use natural childbirth, or were you given drugs? Was the

[C] = Common Essential Element
[B] = Basic Skill Reinforcement

father present in the delivery room? If so, what was his role? KEY QUESTION: What effect does the father's presence at the birth of his child have on the mother and on the father-infant relationship?

Visit a hospital's delivery facilities. Arrange for a doctor or nurse to explain types of delivery services, methods of delivery, and kinds of medication used in childbirth. Prepare students to ask the speaker questions concerning possible complications during pregnancy which may affect the birth of the newborn and specific care and expectations involved with premature babies. The speaker may also describe the use of the Apgar Scoring System and give examples of conditions that might cause newborns to have different scores. NOTE: Teaching Aid 18, Apgar Newborn Scoring System, may be used for review at the next class period. KEY QUESTION: What is anoxia and its short-term and long-term effects upon the infant?

Assign students to write a paper that describes one type of delivery, its advantages and disadvantages, and the effects of the delivery on the parents and child. Evaluate papers on content and communication skills. KEY QUESTION: What role does personal circumstance and preference play in determining the delivery method?[B]

Lead a class discussion regarding the role and importance of foot printing a newborn baby. KEY QUESTIONS: Why is a foot print done? Where are records kept?

2. Neonate
   a. Characteristics of newborns

Write the word "neonate" on the chalkboard. Have students propose possible meanings of the word. Have students look up the word in their textbooks or other references and discuss general characteristics of the neonate. NOTE: Neonate is the period lasting from birth to 12-28 days.

Invite students to bring pictures of themselves, their own children, or other people's children as newborns to class. After sharing the pictures, identify some of the physical characteristics of a newborn infant using Teaching Aid 19, Characteristics of the Newborn. NOTE: Characteristics students should notice include the following:

* Head—appears too big in relation to the body, may be temporarily misshaped due to pressure during birth, and may be bald or have a thick head of hair
* Eyes—blue or gray with an unfocused look, may be crossed, and eyelids may be puffy
* Hands—usually in a tight fist, with nails and loose-fitting skin

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[B] = Basic Skill Reinforcement

* Body shape—short neck, small shoulders, swollen breasts, large abdomen, umbilical stump, narrow hips
* Feet—soft bones, skin may be loose and wrinkled
* Color—may be flushed if the baby cries hard, veins on head throb
* Weight—six to eight pounds on the average
* Height—18 to 22 inches on the average
* Legs—short compared to the arms, usually somewhat bowed
* Skin—thin and dry, may be rosy-red or almost transparent, may be covered with downy hair
* Face—pudgy cheeks; a broad, flat nose; receding chin
* Skull—two soft spots, or fontanels, are found, one above the forehead, the other close to the crown of the head; skin may be wrinkled

Ask for student volunteers to simulate the following situations to illustrate reflex reactions: 1) air being blown in a person's face; 2) touching something hot; 3) something coming toward a person's face. Have students note the reactions to the situations and identify them as reflexes. NOTE: *Reflex* may be defined as an involuntary act resulting from a nerve impulse and may be protective.

Invite new parents to bring their infants to class for observation. Guide the parents to stimulate reflexes. Ask questions about reactions to the newborn's appearance and the various changes that occur in the one to two weeks after birth. NOTE: Teaching Aid 20, Reflexes, describes and illustrates the reflexes of an infant. KEY QUESTIONS: How are the reflexes of the infant similar to or different from reflexes displayed by class members? What role do reflexes play in crying, sleep, hunger, cognitive development, and motor development? What are the motor abilities of the newborn?

Review with students using Teaching Aid 21, Perceptual Skills of the Newborn. NOTE: This is a developing field of research; check the latest references for current information. KEY QUESTION: How are an infant's perceptual abilities related to the sensory stimulation they receive from people?

Have students design a safe experiment to determine whether a newborn infant can tell the difference between two different sounds. Conduct the experiment with an infant visiting the class, if possible.

Ask students to be very quiet and listen for sounds in their environment of which they had not previously been conscious. Explain that the automatic reduction in the strength or vigor of a

response to a repeated stimulus, or tuning out, is called *habituation.* This capacity of the newborn allows them to attune to and learn from novelty in the environment.

As an enrichment experience, arrange for students to observe newborn infants through the nursery observation window of a hospital, if there is one in your community. They may take turns, working in pairs, observing infant states of sleep and wakefulness. They should pick one infant (not one in deep sleep) and take turns noting on the score sheet in Teaching Aid 22, Newborn Observation, the infant's state at 30 second intervals for a total of ten minutes. One student can watch the second hand of a watch while the other observes. Have students turn in their observation record and a report which summarizes their impressions of whether they could observe any cycles of states and any effects the nursery environment might have had on the infant's state.

Arrange to record the sounds of newborn infants crying, perhaps through a hospital nursery. Include a premature infant if possible. Have students propose what might be causing the infants to cry. KEY QUESTIONS: How did you feel when you heard the crying? How does crying benefit an infant? What should a parent/caregiver do in response to an infant's cry? Will picking up a crying infant reinforce further crying or will it reassure the infant in some way that needs will be met? What effect would ignoring an infant's cries have on the development of trust? NOTE: The research shows that a parent who is sensitive to the infant's cues and responds appropriately and quickly is likely to have an infant who cries less.

b. Adjustments

Have students brainstorm words which describe the prenatal environment. Then ask them to compare the environment of the newborn to the conditions experienced prenatally. KEY QUESTIONS: What physical adjustments does the neonate have to make? (Examples include temperature changes, breathing, taking nourishment, and elimination.) How can parents/caregivers help newborns make the adjustments to a new environment? Why is a newborn infant sometimes unable to make adjustments alone?

Have students recall the different types of delivery and analyze them to determine how they affect the rate of adjustment for a newborn. KEY QUESTIONS: In which type of birth situation does the newborn adjust to its environment the quickest? the slowest?

Define *low birth weight* as an infant born weighing less than the normal or optimal weight. Establish that infant weight is the single best predictor of infant mortality. Differentiate between short

gestation infants and those who weigh less than normal. KEY QUESTIONS: How is health care and nutrition related to low birth weight? What are the short-term and long-term effects of low birth weight? How are low birth weight and poverty environments interrelated?

Assign a creative project in which students communicate to other members of the class what they think would be the perfect physical and psychological environment for a newborn child, based upon what they have learned about the needs and characteristics of the newborn. Poems, essays, pictures, photographs, and songs are examples of medium which may be used for the project.[B]

Have students take a position for or against the following statement: "It doesn't matter what kind of environment an infant is reared in. Infants can survive almost anything." KEY QUESTIONS: What advice would you give a new mother or father on caring for their infant psychologically? What might be the outcome if your advice is followed?

As a Student Occupational Activity, a student may observe or care for an infant for a whole day and write a report describing the infant's activities and ways in which the infant's environment was enriched.[B]

c. Feeding the newborn

Have students study references on the nutritional needs of the infant. NOTE: Educational brochures may be obtained from the County Extension Agent, a well-baby clinic, or the Women, Infants, and Children (WIC) program. KEY QUESTIONS: How do nutritional needs of an infant differ from those of an older child? Which nutritional needs change the most as the child grows? How could feeding an infant soft drinks or beverages other than milk, juice, or water be harmful?

If the community has a WIC program, arrange a field trip or invite a representative to speak to the class to describe services offered and discuss nutritional needs of infants. Ask the speaker to present recommendations related to age for weaning an infant from breast or bottle feeding, starting solid foods, and giving nutritional supplements. Students may summarize the information presented in a paragraph.[B]

Present the advantages and disadvantages of breast feeding and bottle feeding using Teaching Aid 23, Milk For The Infant. KEY QUESTIONS: If an infant is bottle fed, why is it important for the infant to be held? How is infant feeding related to the emotional

[B] = Basic Skill Reinforcement

and social development of the infant? How is mother-infant interaction enhanced through the feeding process? If you or your spouse were pregnant now, would you plan or encourage your spouse to plan to breast feed your infant ? Why or why not?

Arrange for students to see an infant being fed solid foods or a videotape of an infant being fed. Lead a class discussion and include the following questions. KEY QUESTIONS: How do tongue movements differ in sucking and swallowing? How does this effect an infant's learning to eat solid foods? What may be the problem if an infant spits out food? How are infant reflexes related to the eating process? CRITICAL QUESTION: What are some ways physically handicapped parents could adapt the feeding procedure? NOTE: A problem-solving process may be followed to answer the last question.

Arrange for students to view an audiovisual showing results of nutritional deficiencies in infants. List signs which may indicate that an infant is suffering from malnutrition, including low weight, slow physical and mental development, frequent illness, neurological problems, and lack of alertness. KEY QUESTIONS: What are the environmental factors which lead to malnutrition in infants? What are some ways malnutrition in infants can be prevented?

d. Care and protection
(1) Hygiene

Provide a demonstration on how to diaper and dress a baby while describing the procedures. KEY QUESTIONS: What safety procedures are used in dressing and diapering a baby? How should the baby's skin be treated when it is diapered? What sanitary procedures should be followed when changing and disposing of soiled diapers? What sanitary hazards are created when soiled diapers are left on an infant?

Have students research the advantages and disadvantages of cloth and disposable diapers and report to the class. They may read consumer reports and other references or interview parents and other child care providers. Consideration should be given to comfort, health, convenience, and cost.

Arrange a display of clothing for newborns. NOTE: Clothing may be obtained from a local store. Have students vote whether they think each item is a necessity or appropriate for a newborn. Lead a class discussion on the importance of clothing that is not too hot, too cold, or too confining. KEY QUESTIONS: Why is it important to have garments and linens for a newborn which are easy to keep hygienically clean? What special laundry and storage care do infants' clothing and linens require?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Utilize a film, demonstration, or Teaching Aid 24, Bathing A Baby, for students to learn the procedure for bathing a baby. KEY QUESTIONS: Why is keeping the baby warm during the bath important? What safety precautions need to be taken when bathing an infant?
	Ask students to analyze the opportunities while diapering and bathing an infant for 1) helping an infant develop trust, 2) social development, 3) strengthening emotional ties, and 4) sensory stimulation. Have students give specific examples of each.
(2) Sleeping	Ask students to study the text and other references to determine the sleep needs and patterns of different infants. KEY QUESTIONS: How many hours do infants sleep on the average each day? What are common sleeping positions of infants? How much do infants move around while sleeping? What effect does age have on sleep patterns? What characteristics should the sleep surface have? What guidelines should be followed in selecting clothing for sleep and room temperature?
	Present the following examples of sleep patterns. Ask students to decide if the pattern is fairly normal and if parents of these infants need to worry about their infant's sleep patterns. 1) Karen is five months old, takes two or three naps a day, and sleeps through the night. 2) Joe is one year old and no longer likes to take both a morning and afternoon nap. 3) Jill is a newborn infant and sleeps 10-12 hours a day. KEY QUESTION: How does one go about soothing a restless baby who is reluctant to go to sleep?
(3) Safety concerns	Have students report from experience or news stories they have heard about serious injuries to infants which have occurred because of failure to use safety precautions. KEY QUESTIONS: In what areas of the environment do parents especially need to protect infants? Why are plastic clothes bags and small items especially dangerous for infants?
	Provide materials from the Product Safety Commission and other sources for students to read about purchasing safe equipment and toys to be used with infants. KEY QUESTION: What guidelines should be used in purchasing equipment and toys that are safe for use by infants?
	Bring infant toys to class and have students evaluate them for possible hazards to infants. Lead the class in developing a checklist for selecting infant toys.
	Display an infant car seat which meets required safety standards. Read to the class the law which requires infants in motor vehicles to be transported in car seats. A highway patrolman or other traffic

enforcement officer may be asked to describe fatalities and accidents involving infants and young children which could have been prevented with the use of car seats or show a film about the use of infant car seats. Present information to students regarding any organization or agency in the community which provides free loan or rental car seats.

Use a life-like doll to demonstrate correct procedures for providing the necessary support when holding an infant. Involve students in writing a summary of the guidelines. Contrast procedures for holding the infant in different positions such as lying in arms, holding upright with head over shoulder, holding upright/facing away, or transferring the infant from person to person. Provide students opportunities to develop skills by practicing with dolls. KEY QUESTIONS: What developmental factors necessitate such care in providing support? What are indicators that the infant no longer requires as much support? Why can an adult correctly and confidently holding an infant instill trust and security?

Have students work in groups to make a child caregiving book for parents to leave with a child caregiver. They should include space for emergency telephone numbers, directions and schedules for caring for the baby, and instructions for dealing with unusual situations or emergencies. NOTE: This could be a fund raising project for an FHA/HERO chapter. KEY QUESTION: What safety precautions would you want a caregiver to be aware of with an infant that would not be as important with older children?[C]

Have students respond to the following question: "Who would you let provide child care for your newborn infant?" Each student should be expected to explain his/her answer. KEY QUESTIONS: What precautions should you take in hiring a child caregiver or leaving your infant in child care? What are some ways of checking on the background and reputation of a person you hire to care for your infant?

(4) Health

Have students read about preventing childhood diseases and develop a chart showing the ages at which various inoculations should be given. Teaching Aid 25, Preventing Childhood Diseases, summarizes inoculations needed by infants and young children. KEY QUESTION: What health habits should a caregiver follow to prevent illness in an infant?

Assign individual groups to study references describing one childhood disease. Have them choose a leader who reports for the group on the causes, transmission, symptoms, possible effects of the disease, and what can be done to prevent it.[C]

[C] = Common Essential Element

Have students draw a "disease slip" from a box. Have students determine and report to the class whether or not an inoculation is available for the disease, the earliest age an inoculation can be given, and the seriousness of the disease.

Using Teaching Aid 26, Signs and Symptoms of Illness, identify the signs and symptoms of illness in an infant. These will include fever, irritability, crying, vomiting, and changes in eating, elimination, and/or sleeping. Make a reference material study assignment or invite a health care professional to speak to the class on appropriate responses to the above signs and symptoms of illness.

Analyze case studies to determine the seriousness of illness in an infant. KEY QUESTIONS: Should a doctor be contacted? Should the infant be taken for emergency care? What factors might be considered in selecting a doctor for an infant?

Demonstrate necessary procedures in caring for a sick infant or child, such as washing hands, taking temperature, and using a vaporizer. KEY QUESTIONS: How does an infant's or child's needs for nutrition and liquids change during an illness? What procedures can be used to lower the child's temperature? What precautions should be taken when a child vomits or has diarrhea?

e. Interpersonal care of infant
   (1) Appropriate interaction

Lead a class discussion on the meaning of attachment and bonding as they relate to parent/infant interaction. Before class, prepare two students to act out for the class a parent and a baby interacting. The baby will be prompted to demonstrate attachment behaviors including staying close to the parent, following, clinging, smiling, crying, and calling. Have the other students identify the behaviors which show attachment. KEY QUESTIONS: How is the strength of infant-parent attachment recognizable by the infant's behaviors? Do infants develop strong attachment relationships with other parents equally? Why or why not? other family members? day care workers? How is stranger anxiety related to attachment?

Read to the students descriptions of infants in Teaching Aid 27, Types of Infant Temperaments, depicting the three types of temperaments found in infants. These temperaments seem to persist throughout childhood and affect later adjustment. KEY QUESTIONS: What is the effect of an infant's temperament on parents? How would a difficult infant respond to excessive stimulation by an adult? an infant who is slow-to-warm-up?

Arrange for the class to observe a mother playing with her infant or show a videotaped episode. Point out how the mother responds to or follows the infant's cues. There is a rhythm or turn taking in a healthy mother-infant interaction that can be observed. Observe

whether the mother imitates the infant, allows the infant to initiate and close interactions, or maintains close eye contact with the infant. NOTE: These are indications of optimal interactions with infants. KEY QUESTION: What does the infant do when tired or overstimulated?

Use Teaching Aid 28, Trust vs. Mistrust, relating Erik Erikson's ideas to summarize the importance of the development of trust in infancy. Have students name ways the parent/caregiver can foster the development of trust in an infant.

Have students role play situations in which an infant is hungry, wet and uncomfortable, or hurting, and the parent either responds to the infant's needs immediately or ignores the infant. Have the students playing the infant express how they felt in each situation. Then, ask other students if they have been in a situation where they were helpless and had to depend upon someone else to meet their needs. Examples include being in traction or recovering from surgery. How did they feel about another person meeting their needs? failing to meet their needs? NOTE: Refer to Erikson's theory. KEY QUESTIONS: Why is it important to encourage the development of basic trust in infants? What would be some of the long-term consequences of a failure to develop basic trust?

(2) Sensory stimulation for infants

Invite a parent and infant to class. Demonstrate, with the help of the parent, play activities which can be done with a young infant. KEY QUESTION: What does each activity contribute to the infant's learning or development?

Have students give examples of experiences of infants which are the beginning of concept development. These may include the following: parent's approval signals love; nipple close to the mouth suggests food; coat, hat, stroller signifies going outdoors. NOTE: Concept development begins when the infant recognizes that some act represents the coming of another event.

Teaching Aid 29, From Newborn to Toddler, shows physical development of infants at different ages. Have groups of students develop a checklist for selecting play materials for an infant. Bring household items with which infants commonly play and have students evaluate the items for safety and appropriateness for use by infants. Examples include pans and boxes. KEY QUESTIONS: At what age would each be appropriate? Would the item be safe for use by infants? How could an adult encourage the use of the items in play? Why should small items or items with small parts not be given to an infant?

Provide students with instructions and materials, or let them use their own creativity and make play objects for infants. These may

include mobiles and push and pull toys. Faces and patterns are particularly interesting to young infants. The play objects may be used when mothers and infants visit the classroom or may be distributed to underprivileged families through a well-baby clinic or WIC office.

Have students find and mount on construction paper pictures which illustrate ways in which infants get exercise. Examples include crying, kicking, rolling over, crawling, and flinging arms. Use on a bulletin board. KEY QUESTIONS: Why is exercise important for infants? Are baby exercise classes necessary, or do infants get sufficient exercise normally? How do the use of playpens, cribs, and infant swings affect how much exercise an infant gets?

Have each student demonstrate or describe an activity which they could use with an infant to encourage physical play or exercise. Following each demonstration, lead the class in pointing out ways the activity could contribute to the child's development.

Compare the value of playpens, infant swings, and "run-of-the-house" for creeping and standing infants. KEY QUESTIONS: What will infants in each situation learn about people and life? What are the disadvantages of each situation? Why is supervision required with all three arrangements?

D. Postnatal care of mother

Have students construct a time line or calendar for the postpartum period based upon information in their text or other references. Instruct them to note physical changes (such as return of pelvis to normal position), and things the new mother should do (such as exercise and eat the proper foods) each week during the postnatal period. KEY QUESTION: Why is a medical checkup recommended at the end of the postpartum period?

Ask students to cite areas of personal concern for the mother during the postpartum period and the reasons for those concerns. NOTE: Concerns include exercise, nutrition, weight, clothing, nursing, use of drugs, sleep and rest, emotions, and relationships. KEY QUESTIONS: How may the mother feel mentally and physically for about six weeks after the birth of the baby? What physical and emotional adjustments are necessary during this period? What may be some causes of depression after the mother gets home? How are physical adjustments related to depression? How can the other family members contribute to positive adjustment? How is the mother's adjustment related to the infant's well-being? How is recovery time related to the delivery method?

Provide dietary guidelines for students to compare nutritional and caloric requirements for pregnant, nursing, and non-nursing

mothers. Have them plan a day's menu for a nursing and one for a non-nursing mother. NOTE: Remind students of the services of WIC for dietary counseling. KEY QUESTIONS: Why are diets of pregnant, nursing, and non-nursing mothers different? How are they different? What are the consequences for the mother and infant if the recommended dietary guidelines are not followed? What are the requirements for liquids for a nursing mother? Is the postpartum period a good time to follow a weight loss diet? Why or why not?

Show a film or invite a speaker such as a maternity nurse or La Leche League leader for a presentation of the requirements for successful breast-feeding. An emphasis upon how breast-feeding is physically beneficial both to mother and infant and the importance of a supportive, restful environment is recommended. KEY QUESTIONS: How is physical care and health of the mother related to success in breast-feeding? How is the mother's emotional well-being related to success in breast-feeding?

Lead students in listing adjustments likely for the father of a newborn. Include consideration of the following areas: emotional, economic, psychological, physical, and personal routines. Arrange for volunteers to interview fathers of young children and have other students research reference materials to determine any adjustments that were not included on the class list. KEY QUESTIONS: What reactions of family and friends toward the arrival of a new baby tend to increase the adjustments faced by the father? ease adjustments? What could be done by the mother to affect the adjustments? What affect does education and preparation for parenthood have on the father's adjustments?

TAC 75.83
ADVANCED CHILD DEVELOPMENT
UNIT III

COMPETENCY:

(c.3) *Develop concepts and skills related to the development of children.*

SUB-COMPETENCIES:

(A) *Explain various theories and principles of growth and development.*

(B) *Describe the interrelationships of social, emotional, intellectual, physical, and moral development of the child.*

(C) *Point out the practices which foster healthy social, emotional, intellectual, physical, and moral development.*

(D) *Identify developmentally appropriate sex-related information for children of different ages.*

(E) *Analyze the influence of role modeling on children.*

(F) *Point out the impact of parenting/caregiver practices on a child's self-esteem.*

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
III. Development of children	Have students read text and cite a definition of *development*. Lead a class discussion on areas of development such as mental, physical, social, emotional, and moral.
A. Theories and principles of growth and development 1. Understanding development	Have students volunteer to make a bulletin board interpreting the different types of development. A suggested title is, "Look What's Developing." Use pictures of infants and children and label with descriptive developmental terms such as mental, physical, emotional, social, and moral. Have each student choose a child whom they can observe frequently at home or in a child care setting. Observation assignments may accompany each topic related to child development and care. Records and reports of observations may be shared with the class.[B] Assign students to read selected references to gain a better understanding of the principles of development. Lead a class discussion on the following principles of development: 1) Development is similar for all infants. 2) Development proceeds from general to specific. 3) Development is a continuous

[B] = Basic Skill Reinforcement

process. 4) Development proceeds at various rates. 5) Mental, social, emotional, and physical development proceed at different rates. 6) All areas of development are interrelated. Have students write a summary of the meaning of each principle of development discussed.[B]

Arrange for students to visit the school library and locate books on child development or human development for an explanation of *developmental principles*. Have students write one principle of development on an index card then write a general statement of explanation of the principle. Repeat using other cards for other principles. Return to class and mix all cards. Have students draw one card from the stack, read the principle, and explain it in their own words to the class.[B]

Have the class view a film or observe children to determine ways the principles of development relate to children at different ages. Ask students to examine ways the characteristics of a child are determined by the child's stage of development, the evidences of maturation and learning that are shown, the development which can be expected to occur next, and how the child's development varies from that of other children the same age.

2. Predictable patterns

Have references in class for students to read about developmental patterns. Assign students to list the predictable patterns of development and to describe and give examples of the types of physical development such as cephalocaudal (head to foot) and proximodistal (near to far). KEY QUESTIONS: What patterns occur in the development of intelligence? behavior? social development? What similarities occur in the development of all children?[B]

Assign students to collect children's art or other evidences which illustrate a sequence of motor skill development. Have students develop a story board depicting this sequence.

Lead a class discussion and have students give examples of mental and motor responses which develop from general to specific. Give examples to show continuous development of a characteristic during childhood. KEY QUESTIONS: How much do rates of development vary from one part of the body to another? from one type of development to another? How do different areas of development work together?

Have students rearrange the following developmental tasks into the proper sequence: crawling, running, rolling over, walking, standing, sitting alone, pulling up, and holding head up. KEY

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	QUESTIONS: Why must the tasks be accomplished in the proper sequence? What may be the result of not accomplishing a given task? of skipping a task?
	Have references available to students on rate of growth and development. Assign students to write a short essay explaining the difference between *growth* and *development*. Growth refers to the quantitative changes and development refers to the qualitative changes. Lead a class discussion on how the rate is sometimes fast, sometimes slow, but always progressing and following predictable patterns. Remind students that every child has a rate of growth that is the child's own and is determined by a combination of heredity and environment.[B]
	Divide the class into groups to read for information concerning acceleration and deceleration in development. Working in groups, have students develop a project to explain acceleration and deceleration. Ask the students to describe various periods of acceleration and deceleration, relate the periods of rapid development followed by slow development to acceleration and deceleration, and select a group spokesperson to present their project to the entire class.[C]
	Review Havighurst's stages of development. Have students identify the tasks and ages during which specific tasks can be accomplished. Instruct the students to answer the questions found on Teaching Aid 30, Questions on Stages of Child Development.
	Have students observe young children of similar ages and note differences among them in growth and development. In class, students may discuss observations and relate them to areas of development previously studied. KEY QUESTIONS: How do children of the same age differ in development? How are they similar? Did the growth rate of the children follow a predictable pattern? Why?
	Have students ask their parents at what age they first learned to crawl, walk, talk, tie their shoes, and ride a bicycle. Have the class discuss the possible reasons for variations in usual patterns of development. KEY QUESTION: What is the end result in adulthood of variations in the rate of development?
3. Heredity and environment	Show an audiovisual which explains principles of heredity. Provide an outline of key ideas for students to take notes from the audiovisual. Lead a class discussion on heredity and the role it plays in a child's development.

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	If available in the community, invite a genetic counselor to speak on developmental disorders related to genetics and diagnostic services available. Encourage leadership development by having students extend invitations, arrange the room, introduce speaker, and write thank you notes.[C]
	Have students describe the differences and similarities in personality and behavior between themselves and their siblings. Students who have no siblings may report on information gained from interviewing a peer about the peer and the peer's siblings. KEY QUESTIONS: Were the characteristics listed the result of heredity, environment, or both? How can you tell?
	As a special project, a student may read reports of research conducted with adult twins separated from birth and write a report about the findings as related to the influences of heredity and environment upon development.[B]
4. Maturation and learning	Have the class develop definitions of *maturation* and *learning*. Students may use references if necessary. Describe the relationship between maturation and learning for the class. Have students name characteristics of each that work together and those that work separately. KEY QUESTIONS: Which do you feel is more important to a child's development, maturation or learning? Does one work without the other? What is the value of a working relationship between maturation and learning?
	Divide students into two teams to play the following game. Have the class choose a leader who calls out either "maturation" or "learning". The first person on one team answers by giving an example of that type of development. Alternate between teams until each member has given one example. Score one point for each correct example. No example should be repeated. When a team member fails to give a correct new example, the other team will get a chance to answer. Continue until neither team can think of new examples.
	Lead a class discussion regarding how different situations would probably affect a child. Example situations include the following: 1) encouraging a child to walk before the child is physically able, 2) trying to toilet train a child before the child is physically and psychologically ready, and 3) trying to teach a child to eat without help before the child has sufficient motor coordination. KEY QUESTION: How are maturation and learning related in these situations?

[C] = Common Essential Element
[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
B. Interrelationships of social, emotional, intellectual, physical, and moral development 1. Influencing factors 2. Importance of development	NOTE: It is recommended that Unit III, Section C be taught prior to Section B. Divide the class into groups with each group assigned a child of a specific age (one year, two years, three years, four years, five years, six years, eight years, twelve years). Assign students to research and describe characteristics of the assigned age in each area of development. Have students in each group create a chart, using the information gathered, to summarize how children develop. Charts should include components of all areas of development. KEY QUESTIONS: What tasks can a child of this age accomplish? What skills does this age child have? How does the child think and perceive the world?[B] Assign students to read selected references to identify factors which influence development. Discuss in class how all areas of development are affected by diet, rest, clothing, cleanliness, exercise, shelter, and the extent to which basic needs are met. KEY QUESTION: What are examples of how the basic needs being met (or not being met) would affect each area of a child's development?[B] Lead students in pointing out examples illustrating the interrelationship of various areas of development. Examples might include the following: A child who is physically handicapped may have limited opportunities to be with other children. As a result, he or she may be socially immature but intellectually advanced due to extra time spent reading. A child who has trouble controlling emotions may also have difficulties in social development. Identities should be kept anonymous for examples that are not fictitious. KEY QUESTION: How should a parent's understanding of the interrelationship of developmental areas be helpful in promoting overall healthy development? Ask students to examine their place in the family. Use Teaching Aid 31, Factors Affecting Sibling Relationships, on siblings in your discussion. KEY QUESTIONS: How has it affected your social development? your mental and emotional development? How could a young child be affected? What effects do the number of children in the family and the parents' attitudes have on development? What are the positive effects? What are the negative effects? Discuss with students the importance of language development to the overall development of the young child. KEY QUESTIONS: Would life as we know it be possible without speech? How does the ability to communicate contribute to social development? How

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	does language help the child evaluate self and others? What role does language play in academic achievement? in personality? Lead a class discussion on how speech is affected by the other areas of a child's development. KEY QUESTIONS: How does physical development affect ability to speak? What effects do social and emotional development have on speech? How does intellectual development affect the ability to speak?
C. Fostering healthy development 1. Physical development a. Introduction of growth and development	NOTE: It is recommended that Unit III, Section C be taught prior to section B. Have students view a film on the physical growth or motor development of children. Have them note the patterns of development, environmental influences, and the steps of motor development. KEY QUESTIONS: What are some things that affect a child's physical growth and development? What are the motor skills a two-year-old can master? What is one principle of growth and development which explains why children can crawl before they walk? Lead students to brainstorm ways the body develops during infancy and early childhood. Include changes in body size and proportion, bones and teeth, muscle and fat, nervous system, eyesight, and hearing. KEY QUESTIONS: What part of the body is most developed at birth? What part is least developed? What changes occur in each part? Show students Teaching Aid 32, Body Proportions from Infancy to Adulthood. KEY QUESTIONS: How do body proportions change? What part of the newborn's body is closest to its adult size? Have students list the basic physiological needs of children. Include food, clothing, exercise, sleep, and shelter. In groups have students find answers to one of the following questions and share information with the class: How do physiological needs change as a child develops? How do the amounts of food and calories needed change from infancy to adulthood? How do nutritional needs change? How do amounts of sleep needed change? exercise? What types of clothing are needed at different ages? How do clothing sizes change? What types of space, furnishings, and equipment do children of different ages need? KEY QUESTION: How is physical development affected if basic physiological needs are not met? Any of the following activities are suggested ways of sharing information with the class about physical development which

occurs during infancy and childhood:

1) Bring to class a group picture of an elementary school class and describe possible factors that may have influenced variations observed in the sizes of the children.
2) Show silhouettes of children of different ages from infancy to adulthood. Explain how changes in the body proportion help a person determine the age of each child.
3) Bring childhood pictures of oneself at different ages to class. Interpret these pictures to describe changes in body and proportions.
4) Show transparencies with overlays, or charts, to identify changes in bone development or tooth eruption during childhood.
5) Provide questions for and invite a dentist to discuss development of temporary and permanent teeth.
6) Using charts or diagrams, demonstrate and describe the basic body types. Include endomorphy, ectomorphy, and mesomorphy.
7) Report on possible emotional, social, and physical problems that may exist when a child is overweight or underweight.
8) Invite a medical professional to discuss changes in eyesight and hearing in the young child and how to recognize possible trouble signs in development of eyesight and hearing.

(1) Motor skills

Have students read about motor development and be able to: 1) define *motor development,* 2) identify the characteristics of normal motor development, 3) differentiate between gross and fine motor skills, and 4) give examples of how each skill develops. Show students Teaching Aid 33, Development of Fine Motor Skills.[B]

Have students give examples of motor skills. Include gross or large muscle skills and small or fine muscle skills. KEY QUESTIONS: Does the development of gross and fine motor skills differ? How does the development of motor skills foster independence?

Have students brainstorm and identify activities which foster motor development in children. Write the activities on the chalkboard. Have students copy the list and write G by the activities which develop gross motor skills and F by activities which develop fine motor skills. Check responses and discuss in class.

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Have students ask children from four to twelve years of age to write their names on a piece of paper. In class compare the names and arrange by age on bulletin board. KEY QUESTIONS: What motor coordination is required to write? What evidence did you see that indicated that fine motor coordination increases with age?
	Invite a physical therapist or teacher of children with physical handicaps to explain the relationship of motor function to learning. Work with students to prepare questions in advance of the presentation.
	Arrange for students to observe young children of various ages in activities such as eating, walking, running, talking, drawing, and playing to compare the developmental levels of the children. As a follow-up, have students write a summary of the observations. Lead a discussion in class. KEY QUESTIONS: What differences were observed? How did each child's development fit what has been read and learned in class? How did it differ?[B]
	Ask students to think of a physical skill they have learned in recent years such as skiing, driving, or skateboarding and describe the development of the skill. Then have them compare the development of this skill to the development of a skill by a child. An example is learning to walk.
b. Infant (1) Growth and development	Provide charts or posters from a physician or baby clinic which show the average gain in weight and height for an infant at different ages. Using information from their baby books or sample records, have students examine the growth changes on the charts and the growth changes on the records. KEY QUESTIONS: What trends do you notice? How do the average height and weight compare? CRITICAL QUESTIONS: Should parents be concerned if their child is not the average height or weight specified on the chart? Why or why not?
	Have students read references and list the nutritional needs of infants. Then, have them develop a chart of the nutrients, solid foods which supply them, and suggested ages at which they may be introduced. KEY QUESTIONS: What precautions should be taken when adding each new food? Why is each food important nutritionally? What adjustments must an infant make when adding solid food?[B]
	Show a transparency made with overlays to illustrate the usual eruption of teeth and the approximate age at which each tooth erupts. KEY QUESTIONS: How will tooth eruption affect the child's eating? How does nutrition affect dental health?

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Display various types and flavors of baby formula and baby food. Invite students to taste and determine the suitability of each example for children of different ages. Point out and/or demonstrate different methods of preparing foods for infants, including home preparation. KEY QUESTION: Why are certain foods not suitable for specific ages?
	Provide references for students to plan a balanced menu for a six-month-old and a twelve-month-old. Students should write a short paper comparing the two menus and explaining the reasons for the differences.[B]
(2) Voluntary movements (physical/motor control)	Define *voluntary movements*. Have students look through magazines to find pictures of infants making various voluntary movements and make a collage using these pictures. Make a bulletin board of all the collages and note approximate ages and abilities.
	Discuss with students the sequence of infant development. Examples are as follows: lifting the head precedes sitting up; sitting up precedes standing; and standing precedes walking. Have students make their own chart to indicate the sequence of the development of voluntary movements, with descriptions of the most common activities of the infant at each stage.[B]
	Ask for two or three volunteers to participate in an experiment. Volunteers are to lie on mats on the floor. Their movement is restricted to moving only the head from side to side. Ask them to describe the classroom as they see it while lying on the floor. Write these descriptions on the board. Next allow the volunteers to sit up on the mats and have them describe the same space as before. Write these descriptions on the chalkboard next to the previous description. Make note of how much change is made in an infant's life as the child becomes able to sit.
	Invite parents to bring infants of similar ages to class for observation. Note differences in growth and development among them. Analyze actions that indicate readiness for walking. KEY QUESTIONS: How do creeping, crawling, pulling up, standing, and toddling prepare the child for walking? Why does the rate of physical development vary in normal children?
	Have students brainstorm and identify ways motor skills develop during infancy. Use Teaching Aid 29, From Newborn to Toddler, to stimulate thinking. NOTE: Motor development as pictured on the teaching aid includes the following: Month 0–fetal posture; 1–chin up; 2–chest up; 3–reach and miss; 4–sit with support; 5–sit

[B] = Basic Skill Reinforcement

on lap, grasp object; 6–sit on high chair, grasp dangling objects; 7–sit alone; 8–stand with help; 9–stand holding furniture; 10–creep; 11–walk when led; 12–pull to stand with furniture; 13–climb stair steps; 14–stand alone; 15–walk alone. Discuss with students how changes in body size and proportion, bones, teeth, muscle, fat, nervous system, eyesight, and hearing relate to the development of motor skills.

c. Toddler through five years
(1) Growth

Have students read selected references to identify patterns of growth between ages two and five. Summarize the information by making a chart on the chalkboard. Lead a class discussion on information gathered.[B]

Copy growth charts onto transparencies to identify the periods of rapid growth and slow growth during childhood. Explain what is meant by growth cycles.

Have students bring pictures of themselves at different preschool ages and observe the physical changes that took place. Note variations among individuals. KEY QUESTIONS: What were some evidences of spurts of growth? plateaus in growth? When did they occur?

(2) Motor development

Using Teaching Aid 34, Physical and Motor Development, point out tasks of physical and motor development that occur between ages two and six. Ask students to give specific examples of each which they have observed. Explain developmental changes that enable children to progress to more difficult tasks. Lead a class discussion regarding what parents and caretakers do to encourage and foster a child's motor development.

Identify factors which influence motor development. Lead a class discussion regarding the following: Why is two-year-old Johnny able to ride a tricycle when two-year-old Terry cannot? NOTE: Possible reasons may include rate of physical development, rate of emotional development, opportunities to learn, or motivation.

Lead a class discussion regarding the following statements: Girls tend to learn small motor skills before boys. Boys tend to develop large motor skills more than girls. Guide students to point out principles of growth and development which would support or refute the statements. KEY QUESTION: How do motor skills increase the independence of a child?

View pictures of children which illustrate motor development typical of different ages and have students list characteristics of motor development. Examples might include the following: a child

[B] = Basic Skill Reinforcement

learning to walk with legs apart and arms outstretched for balance, a child grasping small objects with whole hand, and a child dirtying face while self-feeding.

Have students work in groups to list five activities and choose pictures of toys that will encourage a child's motor development. Have each group write a summary describing how each toy and activity will help the development of a specific skill, distinguishing between gross and fine motor skills. Provide needed references. KEY QUESTIONS: What activities can parents or caregivers provide for children to develop motor skills? What are the safety precautions needed when selecting an activity or toy?[B]

Arrange to videotape an adult throwing a large ball to a three-year-old, a four-year-old, and a five-year-old. NOTE: Students may help with the videotaping. Show the tape to the class. Stop, reverse, and replay the tape when necessary to enable students to answer the following questions: As the children catch the ball, which body parts are involved in the process? How does this differ between children of different ages? How do their movements differ?

d. School-age child (six-eleven)

Show a filmstrip about school-age children. Have students make a list of common physical characteristics of school-age children using the following guidelines: 1) Do six and seven-year-olds usually appear taller and thinner than preschool children? 2) Is there a wide range in the height and weight of healthy children of the same age? 3) What physical activities are children of this age interested in, including those involving motor skills? NOTE: School-age children, ages six to eleven, are interested in running, jumping, riding bicycles, skipping, jumping rope, playing ball, and skating; playing games such as red rover, tag, and hide and seek; cooking; and building models. Lead a class discussion.

(1) Growth and motor development

Assign students to read selected references and identify the growth and motor development of the school-age child. Have students prepare a line graph to illustrate the difference in the rate of growth of males and females at specific ages. Have them note at about what age the steady rate of physical growth ends, occurs in spurts, and stops. KEY QUESTION: On the average, how do growth rates differ for females and males of the same age during the school-age years?[B]

Identify the problems of school-age children who are underweight and overweight. Discuss with students causes and solutions for the problems. Discuss with the class other variations in growth

[B] = Basic Skill Reinforcement

and motor skills which can affect children. KEY QUESTIONS: How might diet, exercise, and amount of sleep influence these variations? Are there differences between boys' and girls' motor skills? As a child, were you shorter or taller than your peers? What were your feelings? Does being left-handed cause any problems or negative feelings? What do you remember about losing your baby teeth?

Use Teaching Aid 32, Body Proportions From Infancy to Adulthood, to illustrate body proportions. Explain that during spurts of growth, some body parts grow more quickly than others. Legs and arms usually develop fully before the torso. The upper part of the head grows faster because of the early growth of the brain. The head may seem large in proportion to the rest of the body because it reaches full size earlier. Other changes in the body during the school years include the following: mouth, jaw, and nose become larger; lips fill out; forehead broadens; neck becomes longer; stomach flattens; chest broadens; and permanent teeth replace baby teeth.

As an enrichment experience students may conduct library research to gain a better understanding of predicting the adult stature of a child and to find what prediction techniques are used. Have them list practical reasons for wanting to predict adult height. NOTE: The most efficient method of predicting adult height is the determination of skeletal or bone age. The child's bone age is found by looking at an X-ray of the hand and wrist to determine how much cartilage has turned to bone and how close the ends of one bone are to the bone next to it. The closer the bones, the more advanced the skeletal age. The child's X-ray is compared with X-ray photos standardized for age to determine the child's bone age and predict the adult height. A practical reason for wanting to predict height is to check abnormal growth to determine the need for hormone therapy.[B]

(2) Variation in growth and motor skills

Have a physical education teacher of upper-level elementary children discuss physical and motor development in elementary age children. KEY QUESTIONS: How would a basketball game played by six-year-olds differ from one played by eleven-year-olds? What aspects of physical and motor development explain the difference? How does not being able to perform as good as or better than age-mates influence self-concept? What are ways that parents and teachers can foster physical and motor development to a child's full potential? How can caregivers try to prevent a child from developing an inferior self-concept? How is physical and motor development related to popularity?

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Discuss with the class the feelings of the six to eleven-year-old child who experiences feelings of awkwardness because of sudden growth. What negative results can develop? NOTE: A negative result would be an adult with poor posture who slumped shoulders as a child because of taller height in relation to classmates.
2. Intellectual development a. Understanding	With the use of audiovisuals and assigned readings, guide students to learn basic principles related to the intellectual/cognitive development of children. Review Jean Piaget's ideas on cognitive development. On the chalkboard list the stages of cognitive development. Discuss each stage with students.[B]
	Cut strips of poster board. Write each stage of Piaget's cognitive development on a strip of poster board. Mix up the strips and have students arrange in the proper sequence. KEY QUESTIONS: Must the stages of cognitive development occur in sequence? Why or why not? Are the stages universal or the same for every child? Is cognitive development affected by culture? by environment? Why or why not?
	Show Teaching Aid 35, Accommodation/Assimilation, on the two processes that Piaget says are central to cognitive development. Have students find definitions for each and give examples of how the child may learn the concept of dog, flower, and chair.
	Illustrate the basic components of cognitive development. Components should include sensory, perceptual, memory, reasoning, attentiveness, imagination, curiosity, and creativity. Lead a class discussion regarding ways each factor contributes to mental growth. KEY QUESTION: How do these components of cognitive development relate to Piaget's stages of cognitive development?
	Summarize Jerome Bruner's ideas on cognitive development for the class. Compare Bruner's ideas with Piaget's. KEY QUESTIONS: In what ways are Bruner's theory and Piaget's theory alike? different?
b. Contributing factors	Help students identify factors which influence cognitive development. Include inherited potential, health, diet, culture, values, and opportunities for learning. Have students give examples showing how each factor could influence development.
	Brainstorm with students to identify environmental factors conducive to cognitive development. KEY QUESTION: How can

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	a child's home, child care setting, or school environment be structured to encourage children to create and discover?
	Provide resource books for students to find activities which parents or caregivers can use to stimulate the cognitive development of children of different ages. Have students share findings with the class. As a class, list activities appropriate for children of different ages. CRITICAL QUESTION: How does encouraging a child's cognitive development encourage development in other areas?[B]
	Discuss with students the following two points of view on mental development: 1) Heredity has the most influence on mental growth. 2) Environment determines a child's learning ability. Organize a classroom debate with opposing teams. Ask the rest of the class for a conclusion based on the arguments presented.
	Select a student committee to organize and create a bulletin board showing pictures of activities such as playing house, dancing, or reading, which can stimulate the young child's imagination.[C]
c. Infant	Have students read selected references to gain a better understanding of the sensorimotor stage and cognitive development in infancy. Discuss in class. KEY QUESTIONS: What is meant by cognitive development in an infant? Does cognitive development, or learning to think, begin during early infancy? Why or why not? How does a newborn learn?[B]
	Put infant toys in a bag and have students feel without looking. Instruct them to imagine they are a baby and have never felt a toy before. Have them describe what they feel. Discuss with students how the infant learns through sensory experience.
	As an enrichment experience, students could use everyday items found in the home to create a toy that might stimulate an infant or toddler's cognitive development. The students should state the age of the child for which the toy was planned, demonstrate the toy to classmates, and explain its value. Observations of an infant playing with the toy would allow the student to evaluate if they feel the toy fosters cognitive development. Have students write a summary of their observations.[B]
	Explain Piaget's statement that the infant does not realize objects are permanent; in other words, "out of sight, out of mind." KEY QUESTION: How does one know when a child has developed object permanence?

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Invite parents of infants of different ages to a baby lab during class. Ask each parent to bring two or three of their baby's favorite toys. Arrange the room so the mothers and infants can play together in the middle of the floor and students are arranged around the outside. Have mothers play "peek-a-boo" or "hide the toy under the blanket" to observe the infants' response. Help students draw conclusions about the infants' attainment of the concept of object permanence. KEY QUESTION: How is separation anxiety in infancy related to the development of object permanence?
	While observing infants and parents play, have students write a list of the infants' experiences with the senses of sight, sound, taste, smell, and touch. KEY QUESTION: What are some ways parents can enhance the sensory learning of infants?
d. Toddler through five years (1) Thinking process	Provide resources for students to read about the preoperational stage of mental development and discuss the following new abilities: 1) deferred imitation, 2) symbolic play, 3) drawing, 4) mental images, and 5) language. Have students describe and give an example of each ability.[B]
	Arrange for students to observe preschool-age children at play and record evidences of newly emerging mental abilities. Compare students' observations in class. NOTE: A videotape of children playing may be made and shown in class as an alternative. Students may help with filming. KEY QUESTION: How does play help preoperational children exercise mental abilities?
	As an FHA/HERO project or Student Occupational Activity, guide students in preparing prop boxes for use in dramatic play centers in a preschool or kindergarten. Some items to include are clothing and tools for acting out the roles of gardener, postal employee, secretary, and doctor. KEY QUESTIONS: How does dramatic play help young children learn? What should the role of an adult be in encouraging optimal learning through dramatic play?[C]
	Show an audiovisual on block play with young children. Lead a class discussion regarding ways in which blocks help children learn. Include the development of logical/mathematical concepts. KEY QUESTION: How would blocks compare with a battery-operated car in promoting learning?
	Collect artwork from children ages one through five. Use the children's art to create a bulletin board illustrating the stages of

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	children's drawings. KEY QUESTION: What conceptual development is depicted in the drawings?
(2) Concepts	Have students study reference material about concept development. Define the term *concept*. Lead a class discussion regarding how concepts develop. Ask students to recall opportunities they had at various ages which contributed to their cognitive development. Have them explain why they feel each opportunity contributed to their cognitive development.[B]
	Lead students to brainstorm concepts children develop which are similar in all cultures. Parents of various cultures may be interviewed to ask how their children developed some of the concepts on the list. Have students list common concepts of children which are unique to specific cultures. Examples include Santa Claus, Mickey Mouse, and halloween characters. KEY QUESTIONS: How is a child's cognitive development influenced by the celebration of holidays? watching TV or movies?
	View a film on cognitive development in children and discuss with students. Have a class member look up a definition of *misconception* in the dictionary and read the definition to the class. Lead a class discussion regarding how concepts of preschool children are incomplete or illogical. Illustrate typical misconceptions of children as revealed through cartoons; excerpts from *Kids Say the Darndest Things*, by Art Linkletter; and actual experiences, such as a child singing "The Star Spangled Banner" as "Jose can you see?" KEY QUESTION: What would be the seriousness to the future development of a child who held such concepts as the stork, the cabbage patch, and the tooth fairy?
	Have students use references to identify concepts children develop such as space, time, seriation, number, and classification through play and make a chart listing three to four activities which would help a child develop space concepts, develop time concepts, and classify objects according to size, shape, amount, and color. Extend the chart to illustrate activities which develop the five senses for a child. Senses are important for a child in learning many skills.[B]
e. School-age children (1) Thinking process	Provide resources for student reading and lead a class discussion on characteristics and limitations of children's thinking during the elementary school years. KEY QUESTION: What is the relationship of food habits, nutrition, and hunger to learning?
	Arrange for the students to observe an elementary school class. Have students observe techniques used by the teacher to

[B] = Basic Skill Reinforcement

encourage learning. KEY QUESTIONS: How does the child's age affect the ability to learn? What types of experiences encourage learning? How does the choice of toys, books, music, and materials encourage learning?

Have students prepare a bulletin board to illustrate experiences which encourage learning in young children. Use pictures of learning activities and surroundings conducive to learning.

Arrange for an elementary teacher, principal, or guidance counselor to speak on intellectual abilities and specific learning achievements of students in primary, middle, and advanced grades. Ask that answers to the following questions be covered: Why is the teacher very important to the school-age child? In what ways may adults encourage a child's learning activities, such as providing opportunities, praising accomplishments, and expressing interest?

Ask students to think of their favorite class when they were six to eleven years of age, and as a group prepare a list of factors contributing to interest in a favorite class. Then, have students think of their least favorite class and prepare a list of factors contributing to lack of interest. Discuss in class how a variety of experiences may encourage learning.

Have students conduct a survey and develop a list of local organizations and individuals in the community which contribute to children's education. The list could include schools, kindergartens, day care centers, libraries, and private tutors in music, art, dance, voice, and crafts. KEY QUESTIONS: What type of instruction is appropriate for specific ages? How do classes in music, art, or dance benefit a child? How do such classes influence the child's cognitive development? Does living in communities or areas such as an inner city, a suburb, or a rural area affect educational opportunities and the cognitive development of children?

(2) Concepts

Have students draw pictures of a home and share with each other. Pictures drawn by school-age children may also be used. Discuss with students how the pictures of class members differ or are similar. KEY QUESTIONS: What does concept development involve in the school-age child? What factors in a child's life contribute to the development of concepts?

Have students feel selected items in a grab-bag without looking at them and list what they think each item may be. After lists are shared with classmates, show the items. Discuss with students reasons concepts differed. KEY QUESTION: What influence do perceptions have on the development of concepts?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	As a class, determine ways children's concepts differ from adult's concepts. Examples include concepts of work, concepts of size and proportion, and concepts of value of objects. Point out characteristics of children's concepts that cause these differences. Include such factors as limited experiences and limited knowledge. Discuss with students how school-age children form misconceptions through faulty reasoning, errors in perception, and misinformation. KEY QUESTIONS: How do the differences in concept affect behavior? As children grow older, how do their concepts and behavior continue to differ from adults' concepts and behavior?
	List the following factors on the chalkboard: condition of sense organs, intelligence, opportunities for learning, type and variety of experiences, amount and type of guidance, mass media, sex, and personality. Discuss with students how each factor affects concept formation. KEY QUESTION: How does behavior relate to concepts learned?
3. Language development	Lead students to brainstorm and discuss the answer to the following question: How do babies communicate? Examples include crying, chewing fist, smiling, reaching, and cooing. KEY QUESTIONS: How do adults learn what the infant is communicating? How do infants express different needs and wants, such as hunger, discomfort, and pain?
	Play a record or tape of babies making sounds and crying. Have students analyze the cries and sounds to determine what is being communicated. KEY QUESTIONS: How do you learn what each sound means? Should action be taken for each sound or cry? Why or why not? If so, what action?
	Have students complete the following statements to predict the reasons for variations in cries: If an infant's cry is an angry howl accompanied by sucking, the infant is probably...(hungry). If the cries are angry howls which end at the sight of a person, the infant is probably...(lonely). If the cries are moans accompanied by rubbing the eyes, the infant is probably...(sleepy). If the cries are moans accompanied by fever, the infant is probably...(ill).
	Explain the development of babbling by discussing the following statements: A child babbles for the pleasure of sound. Babbling is not true speech because it is not connected with an object or person. Babbling is a form of communication. Ask students what they think each statement means.
	Describe ways babbling provides pleasure and lays the physical groundwork for speech development and the development of vocal cords and muscles. Have a visiting parent or early childhood

specialist demonstrate ways to encourage pre-speech communication in an infant using verbal and nonverbal cues.

Show the class Teaching Aid 36, Language Development, to identify and become familiar with stages of language development. The students may use references for explanations of language development. Ask students to cite other details or characteristics of language development. Discuss as a class.[B]

Assign students to read selected references to learn about various methods of learning language, such as trial and error, imitation, conditioning, and reinforcement. Summarize for the class the effects of the presence or lack of the following on speech development: trial and error, encouragement, and imitation of a model. KEY QUESTIONS: What are examples of ways language development is encouraged in children? discouraged?[B]

Write the following speech tasks on large pieces of paper and post in random order at the front of the room: forming sentences, carrying on conversations, comprehending meanings of words, repeating sentences or phrases, saying words, and making sounds. Have students arrange the tasks in the order in which children develop them.

Use a videotape or assigned observations for students to observe children who have lost some teeth. Students should analyze the way the children pronounce words that begin with r, s, or t and write a summary of findings. KEY QUESTIONS: What are the effects of this stage of speech on the further development of speech skills? What effects do the eruption and loss of teeth have on language development?

Have students make charts describing language development from birth to five years of age. On the chart include the language development in both sound and sentence formation. Ages should include the following: four weeks, four months, seven months, ten months, one year, two years, three years, four years, and five years.

Have several students tape record conversations of children at various ages. Include the following ages: one year, 18 months, two years, two-and-a-half years, three years, four years, and five years. Have the class listen to the tapes . Ask students to identify the ages of the children and justify their responses. In a class discussion, compare the language development skills such as use of prepositions, adjectives, nouns, pronouns, verbs, adverbs, word combinations, and sentence structure/length.

[B] = Basic Skill Reinforcement

Divide students into groups, assigning each group to complete research comparing nonverbal communication in different cultures. Examples include the following:

1) The way North American babies wave "Bye-Bye" means "Come here" in India.
2) In the United States, parents want their children to look them in the eye while they are disciplining them.
3) In Mexico, the child is to look down as a sign of respect.

Have students compile and present research to the class. Students may present posters or skits. KEY QUESTIONS: How do distances kept between people vary in different cultures? How do forms of greeting differ? How are these forms of communication learned?

Have students work in groups to describe an everyday task or activity as they would to a young child. Encourage students to use words which would help a child to learn basic concepts. Examples include the following: I am going to dust under the chair. I am dusting over the doorway. I am putting the paper into the trash can. Have each group present their activity to the class.

Have students listen to two records made for very young children and list at least ten suggestions for how listening to the records could encourage speech development. KEY QUESTIONS: What techniques are used to attract the child's attention? How do records attempt to improve the child's language skills?

Lead a class discussion regarding skills children must acquire in order to learn to read. KEY QUESTION: How can parents help their children acquire these skills? CRITICAL QUESTION: What may happen when children are pushed to read before they are ready?

In class, identify common gaps in young school-age children's understanding of words and their meanings. KEY QUESTIONS: Can you remember words or phrases that you misunderstood as a child? Have you ever been confused by words which sound alike but have different meanings? Examples include hanger (used to hang clothes) and hangar (a place to keep airplanes).

Assign students to check out of the library and bring to class a children's book which they feel would help a child to increase vocabulary and language skills. Have them read excerpts from the book in class and tell why they feel the book would promote language development. KEY QUESTIONS: How does reading to a child foster interest in books? ready the child to read? Why is it good to stop during a story to ask questions about pictures or

what is happening in a story? Why is it good to allow the child to comment during the story?[B]

Invite a speech therapist to class to discuss speech problems such as lisping, slurring, and stuttering. In class, discuss how defective speech may be qualitative or quantitative. Lead a class discussion regarding the possible therapy for each type of speech problem. Have students name some community resources of help for young children with speech handicaps.

Lead students to brainstorm and name factors which influence the development of speech, such as environment, motivation, hearing, intelligence, socio-economic status, models, encouragement, health, sex, and personality. Have students work in groups and use references to develop guidelines for parents on ways to encourage language development. Have each group choose a leader and present the guidelines to class.[B] [C]

Have students observe, over a period of time, the language development of a child they know. As a follow-up to the observation, have the students write a report of their observations. Evaluate reports on the basis of content and effective communication skills. CRITICAL QUESTIONS: To what stage in speech development has the child progressed? Is the child's language development within a normal range for this child's age group? Does the child have any obvious speech defects? Is the child bilingual? If so, how has this affected the child's language development? If the child is advanced, what do you think is responsible for this level of development? If the child's development is delayed, what type of problems does the child seem to have? What efforts could be made to correct any difficulties?[B]

Lead a class discussion regarding situations a young child may encounter in school when the child speaks a dialect, or the child's preferred language differs from the standard form of language used in school. KEY QUESTIONS: How would dialect or language differences likely affect the child's socialization? self concept? intellectual development? How does bilingualism affect language development?

As an enrichment experience, have students research and debate the following statement: Preschool is a good age to learn a foreign language. KEY QUESTIONS: Why do you support or not support this statement? What are advantages and disadvantages of teaching a foreign language to preschoolers?[B]

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
4. Social development a. Understanding	Assign the students to read selected references to gain a better understanding of social development. Ask them to select a definition of *socialization*. Differentiate between prosocial, antisocial, and isolate behavior. Discuss with students the steps involved in the process of socialization. Include developing acceptable behavior, playing by approved rules, and developing positive social attitudes.[B]

The following word scramble forms words describing characteristics indicating that a person has become sociable. The letters in parentheses will form a surprise word.

SNAPAELT	_ _ _ _(_)_ _ _,
OOCTERIVEAP	_ _(_)_ _ _ _ _ _ _ _,
LUCFERHE	(_)_ _ _ _ _ _ _,
DERISCNOETA	_ _ _ _(_)_ _ _ _ _ _,
LEIEABLR	_ _ _ _(_)_ _ _,
PEDLABNEDE	_ _ _ _ _ _ _(_)_ _,
YINREDLF	_ _ _ _ _ _(_)_,
PIBSONLESRE	_(_)_ _ _ _ _ _ _ _ _.

The surprise word describes the type person who has the characteristics listed. ANSWER KEY: Pleasant, Cooperative, Cheerful, Considerate, Reliable, Dependable, Friendly, Responsible. The surprise word is SOCIABLE.

With students, develop a bulletin board exhibiting factors influencing social development titled, "Growing Socially". The bulletin board might picture a child and a sprinkler can. Paper flowers are labeled with the factors influencing social development, such as cooperation, friendliness, and affection. Students can find magazine pictures that illustrate the various factors.

Describe the beginnings of social development. Give examples of the first signs of social recognition. Include smiling, gesturing, and cooing. Discuss with the class how an infant's social development begins when the infant distinguishes between persons and objects.

In groups, have the students give examples of probable social experiences of children ages six months, one, two, three, four, five, and six-years-old. Discuss in class why it is important to have various social experiences throughout childhood. Compare the newborn's social responses to those of a six-month-old, a one-year-old and a two-year-old. CRITICAL QUESTION: How are early social experiences related to later social behavior?

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Review Teaching Aid 37, Erik Erikson's Theory of Psychosocial Development. Have students give examples of ways parents and other caregivers satisfy children's psychosocial needs at each stage of development. KEY QUESTIONS: What parent/caregiver behavior would interfere with a child's psychosocial needs being met at each stage of development? sibling or peer behavior?
b. Influencing factors	Give examples or illustrate for the class how various factors such as handicaps, self-concept, culture, standards, values, and opportunities may influence social development. An example is as follows: self-concept may be affected when a child is constantly criticized by a parent. Therefore, the child may sit in the corner and play alone or become overly aggressive. Lead the class in adding other examples.
	Draw a bull's-eye target on the chalkboard. Write the word "child" in the center. Have students give suggestions and label each surrounding area to show how the child's awareness of society develops. Examples to include are family, neighborhood, school, community, city or town, state, and nation.
	Invite students to study Teaching Aid 38, Social Development During Childhood, to learn how socialization occurs. KEY QUESTIONS: How do a child's social needs change? How does the number of significant people in the child's life change during childhood? How do the roles of others in the child's life change? How do the child's responses to others change?
	Discuss with the class the possible effects on social development of the following: a child to whom others have seldom spoken, a child who has had little contact with other children, a child who has a mentally or physically handicapped sibling, a child whose diet lacks solid foods, and a child who has not been taken to public places.
	Have each student plan an activity for young children that would encourage social development. Implement the activity in a laboratory experience or during a visit to a child care setting. After the students have implemented the planned activities, ask them to evaluate the results. KEY QUESTIONS: Did all the children get involved? Were the activities easy enough that all children could feel fairly successful? How could the activity be changed to better encourage social development?
	Invite parents to bring their children to class for students to observe at play. Ask students to record examples of the children's social behavior such as bullying, teasing, cooperating, being shy, exhibiting independence or dependence, or being aggressive. As a follow-up, share observations with the class and discuss ways

social behaviors might be developed. KEY QUESTION: What are the social skills a child needs for positive social interaction?

Have students give examples of typical activities contributing to the socialization of children at different levels, such as interacting with family members, playing with other children, and learning how to behave at social functions. Lead a class discussion regarding probable social experiences of children through age six. KEY QUESTIONS: Why is it important to have various social experiences throughout childhood? How are early social experiences related to social behavior later in development?

Present the following situations in which change from one environment to another could affect a child's socialization: a move which means changing schools, a move to a new city, divorce of parents, or death of a parent. Have students suggest possible outcomes on a child's social development. Use a problem-solving approach to determine ways to help a child adapt to each situation with the least possible negative effect upon social development. KEY QUESTION: What other factors in a child's life influence response to change?

c. Relationships

Discuss with students the influence of social groups at different age levels. KEY QUESTIONS: At what age is the influence of the peers of the same sex the greatest? peers of the opposite sex? adults? the gang?

Lead students to brainstorm to identify factors which contribute to successful group participation, such as interest in others, consideration, and self-confidence. Discuss with students whether a child who cannot get along in a group is accepted by peers.

Using the fish bowl technique, instruct two or three students to discuss and analyze the effect of peer acceptance on social development by responding to the following statements: "But everyone else...." "Individuality counts when...." "I feel out of place because...."

Involve students in brainstorming to create a list of possible types of families. Examples include nuclear family, extended family, single-parent family, blended family, and cooperative family. Lead students to describe the composition of each and discuss how a child's needs are met in each type of family. KEY QUESTIONS: Do happy people make happy families? Do happy families make happy people? Why? Why not?

Divide the class into four groups according to students' ordinal positions in their family: youngest child, middle child, oldest child, or only child. Have each group establish a chair and

recorder. Ask each group to discuss the responsibilities and expectations of a child in each of the positions. Have each group share their conclusions. KEY QUESTIONS: How do responsibilities vary? What are the advantages and disadvantages of being in each position? CRITICAL QUESTION: How might ordinal position affect the social development of a child?[C]

Review the concept of attachment and its importance in total development of the child. Recognize that children from one to three years old have difficulty understanding what is real and they may think a separation is permanent. KEY QUESTIONS: Why may children cry when their parents leave them with a sitter or at a child care center? Why do some children cry again when their parents return?

Have students give examples of relationships they have observed between children and various relatives. KEY QUESTIONS: How can relationships with extended family members be an important part of a child's social development? How could the absence of these relationships affect a child's development? In what cases could experiences with relatives have a negative effect on a child?

Assign students to view television shows which illustrate children and their relationships with their families. Have students describe their findings for the class and what they see as positive and negative influences of each relationship on the child's social development. Lead a class discussion regarding their findings.

Use Teaching Aid 39, The Family Molds the Child, to lead a discussion on the effect a child's family may have on the child's social development. Involve students in role plays illustrating the family's influence. Situations such as the following may be used:

1) A family does a great deal of entertaining at home. Relatives and neighbors frequently stop in unexpectedly. Last-minute guests are often invited to dinner.
2) The parents work different shifts. Sleeping patterns require a quiet atmosphere and little opportunity to have visitors in the home.
3) A family has very limited contact with the extended family.

5. Emotional development
   a. Emotions

Show a film or assign students to read selected reference material on childhood emotions. Next have students list common emotions of childhood such as fear, worry, anxiety, anger, jealousy, delight, curiosity, joy, pleasure, and affection. Give examples of the sources of these emotions for a two, three, four, and five-year-

[C] = Common Essential Element

old. KEY QUESTIONS: How can parents become aware of children's emotions? Why are emotions so dominant in a child?[B]

Ask students to describe situations in which they have observed emotional responses in children. Lead a class discussion regarding situations described based on Teaching Aid 40, Characteristics of Children's Emotions. KEY QUESTIONS: What are the characteristics of children's emotions? How long do children's emotional reactions last? How intense are the emotions of a young child? How quickly do children change from one emotion to another?

Show students a picture book, such as *Feelings: Inside You and Out Loud Too,* by Barbara Kay Polland, or collected magazine pictures of children in which the expressions on the children's faces in the pictures are quite expressive of the their feelings. Lead a class discussion regarding the meanings of the different expressions. KEY QUESTIONS: Why does this child look sad? What do you think this child is afraid of? Do you ever feel happy like this child?

Have students observe children playing in a park or playground. KEY QUESTIONS: Do boys and girls express their emotions in the same way? Does our society encourage different responses? What are advantages and disadvantages of boys being discouraged from crying and girls being discouraged from showing assertiveness?

Assign students to study references and list possible effects of maturation and learning on emotional development. Lead a class discussion regarding ways maturation and learning influence emotional development. KEY QUESTIONS: How do maturation and the additional experiences gained from having learned new tasks and skills influence the emotions of young children? Why is the two-year-old more prone to have temper tantrums than an older child? Why may the one-year-old cry when the mother leaves for an hour? Why are preschoolers prone to hit when they don't get their way? Why do children display these emotions?[B]

Invite students to role play emotional situations involving children. Examples include a child who wants candy in the grocery store, and a child who is frightened by a barking dog. With the class, determine possible reasons for the child's emotions. KEY QUESTIONS: How should an understanding of children's emotional development help a parent best respond to a child's emotions? What are examples of appropriate and inappropriate responses to the role played situations?

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Assign students to find a cartoon that illustrates the expression of emotions by children of different ages. KEY QUESTIONS: What was the situation? How were emotions expressed? How might a person of a different age react? Why may people react differently to the same situation? With the class, observe a videotape of a group of children. Point out different levels of emotional development and emotional control displayed by the different children. Relate age and maturity to emotional control.
b. Need for human interaction and nurturance	Involve students in brainstorming to list ways that family members can interact with and nurture infants and children. Have students close their eyes and recall a relationship with a family member when they were a child. Discuss in class how the relationship made them feel. KEY QUESTIONS: How does a child feel when there is positive interaction? How is self-concept affected? How is behavior affected? How does a child feel when interaction does not occur? How might this affect a child? View Teaching Aid 41, Parenting: Show Love and Affection by..., and name situations and ways in which a parent can show love and affection. KEY QUESTIONS: What happens to a child deprived of love and affection? In what ways does adequate interaction and nurturance contribute to how one relates to others as a child? as an adult? Provide students with information or resources which explain *emotional deprivation*. Have the class list signs of emotional deprivation. KEY QUESTION: How is an emotionally deprived child's behavior different from that of an emotionally satisfied one?[B] Lead a class discussion regarding the effects of emotional deprivation that persons may experience in the event of broken homes or in the loss of a family member. KEY QUESTION: How might emotional deprivation affect an individual's ability to express emotions throughout life?
c. Fears	Have the students list two or three of their fears and share them with the class. Identify fears common to many people. KEY QUESTIONS: What caused the fears? What can be done about the fears? Have students read references or view an audiovisual on ways of dealing with the fears of young children age two to five. KEY QUESTIONS: What causes these fears? From information

[B] = Basic Skill Reinforcement

presented in the filmstrip, what can parents do to calm and/or eliminate the fears of their young children?[B]

Assign the students to write papers relating the feelings they experienced when they were in fearful situations and the feelings they think a young child would have in a fearful situation. KEY QUESTIONS: How is the fear you experience different from the fear a young child experiences? How is it similar? How would you react if you were punished for having fears? ridiculed for having fears?[B]

Lead a class discussion regarding the effect everyday experiences have on a child's development of fear. Consider everyday experiences such as television violence, imaginary creatures and happenings, and being separated from parents. KEY QUESTIONS: How does maturation affect the fears of earlier years? How do parents know when fear could be an indication of a lack of social, emotional, and/or cognitive development? What are appropriate ways of dealing with a child's fears? inappropriate? How does age of the child influence the choice of action?

Summarize for the class research findings related to the effects of television on children's fears. Have students view and report on one television program they feel would increase children's fears. Give reasons why. KEY QUESTIONS: What are ways parents can tell that children are fearful? What are some guidelines parents might follow in regulating television viewing to reduce fears?

Have students list common symptoms of anxiety separation in a two or three-year-old. Include the following items on the list: thumb or finger sucking, desire to return to using a bottle, and loss of bladder or bowel control. Relate how games such as peek-a-boo can help a child overcome separation anxiety.

6. Moral development

Use a word association exercise in which students write down the first word that comes to their minds when you say "moral." Ask students what their words were, and write them on the board. Discuss with students different meanings and have students help phrase a definition of *moral.*

Describe an incident in which a child accidently breaks a special decorative plate while secretly taking a forbidden cookie. Ask the students if they think the child should be punished for breaking the plate. Students should give reasons for their answers. Review the thinking of toddlers, children ages five to seven, and children ages seven to ten on the morality or right and wrong of this incident.

[B] = Basic Skill Reinforcement

Show a film or provide reference materials for students to read describing the stages of moral development in young children. KEY QUESTIONS: What are the characteristics of each stage of moral development in children? How is moral development related to mental/cognitive development? What is the influence of laws and customs, conscience, and guilt and shame on moral development?

Conduct a "popcorn" session to arrive at definitions of *guilt* and *shame*. NOTE: A "popcorn" session involves spontaneous responses given in rapid succession to a topic. Discuss with students how guilt is a negative self-evaluation influenced by internal and external sanctions. Shame is the feeling or emotion resulting from guilt. Relate shame to moral development. KEY QUESTIONS: How does shame affect an individual? How do these feelings affect moral development? Is shame a negative judgment? Is it influenced by others? Why or why not?

As an enrichment experience, students may draw cartoons with appropriate captions depicting feelings of guilt in young children. Depict situations such as the following:

1) Janet is jealous of her baby brother. All of her parent's attention seems focused on him. The parent leaves the room and Janet teases the baby until he cries. The parent investigates.
2) The twins were playing together on a seesaw when one fell off and hurt her head. As her father was comforting her, the other twin threw herself on the ground and began hitting her head on the base of the seesaw. She wants attention too.
3) Mark picked the neighbor's flowers after he had been told "a hundred times" not to do it.

Evaluate cartoons for age-appropriate behavior in children, realistic situations depicting guilt, and creativity of thinking. Ask volunteers to mount their cartoons on the bulletin board.

Describe or list the sequence of rule learning. Divide the class into groups to role play situations illustrating a child learning a rule through one of the following means: direct instruction, reward, punishment, or modeling. Have the class identify the method of rule teaching/learning depicted. KEY QUESTIONS: Which method of teaching rules do you think is most effective: direct instruction, reward, punishment, or modeling? Why?

Have students describe examples from movies or TV programs that show how moral concepts are developed in children. KEY QUESTIONS: How do children learn to distinguish right and wrong? respect and care for property? How is TV an aid or a hindrance to children's moral development?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Elicit responses from students about how they learned moral behavior as a child through trial and error, direct teaching, and identification. Assign a paper in which students describe a moral lesson they learned by one of those methods. Evaluate papers on the basis of content and effective communication.[B]
	Have pairs of students complete the following statements: "I can't steal anything because...." "We'll have to take that back to the store because...." "I didn't take his toy, I just...." Have each pair report to the class by summarizing the effect of conscience in the decision made in each of the situations.
	Lead a class discussion regarding ways the following situations may affect the development of a child's conscience: 1) A child answers the telephone. The parent asks who it is. Not wanting to speak to this person, the parent instructs the child, "Tell them I'm not here." 2) A clerk returns too much change. The child notices that the parent knowingly keeps the extra money. 3) A parent finds a stray puppy and lets the child assist in finding its owner. 4) A parent/child caregiver encourages the child to share a new toy with a friend.
	Assign students to write a brief description of an incident which they feel affected their moral development. CRITICAL QUESTIONS: How do you feel your parents have influenced your moral development? How do these influences affect your sense of responsibility as a future parent? What other adults have influenced your moral development?[B]
	Discuss in class the concepts presented in Teaching Aid 42, Difficulties in Learning Moral Concepts. KEY QUESTIONS: Why are children confused at times about right and wrong? What can be done to make a child's task of learning moral concepts easier?
D. Health and sex related information for children of different ages	NOTE: It is recommended that Unit III, Section F be taught before Section D.
1. Right to privacy	Have the class brainstorm together for a definition of *privacy*. Lead a class discussion regarding the different ideas. Combine and revise definitions until a class consensus can be agreed upon. Be sure to differentiate between different forms of privacy.
	Lead a class discussion on the importance of a child's development of autonomy and independence, the need for control

[B] = Basic Skill Reinforcement

over one's body, and the development of modesty and socially acceptable behavior. Ask students to give reasons why privacy is important to them. KEY QUESTIONS: Why is privacy important to a young child? How are the reasons for children's privacy similar or different from your own?

Have students give examples of ways to provide privacy for children who share a room with other family members. Some examples may include a place for treasures such as toys, rocks, and trinkets and a quiet place to sleep or nap. KEY QUESTIONS: What are some of the problems involved in providing privacy in day care? What are some ways privacy can be provided in a group setting?

Provide students with a floor plan of a house or apartment, the description of a family, and a general description of how the family currently uses the space in the house/apartment. Have students describe how they would adjust to meet the housing needs of all family members if the following members were added: 1) an infant, 2) a two-year-old boy, and 3) a six-year-old girl. Vary the floor plans and case situations among the class. Lead a class discussion on the students' solutions.

Provide students magazines for use in finding examples of ways of providing privacy for a young child. Examples include room dividers, such as screens, bookcases, and hanging beads; own room; private storage for belongings; boxes or tables for private use and play; use of modular furniture; and lofts. Display illustrations on a collage or bulletin board. Suggested caption: "Privacy Becomes A Reality".

Show students Teaching Aid 43, Housing Needs of the Child. KEY QUESTIONS: How can these needs be met when a child shares a room with others? Can needs be met on a limited budget?

Instruct groups of students to develop plans for teaching preschool children about their right to privacy. Lessons may be simulated for the class with students playing the parent and child/children. KEY QUESTION: How can a child be taught that privacy is a respected privilege rather than secretive or shameful behavior?

2. Personal hygiene

Discuss with students the following statements and give examples to illustrate their meanings: "Routines become habit." "A habit is an automatic routine." KEY QUESTIONS: Why is it important for children to learn and practice routines and habits related to the care of the body? How are these habits learned?

Have students read pamphlets and other references and give oral reports to the class on routines such as toileting, bathing, eating,

sleeping, dressing, grooming, dental care, and exercise, which young children perform to maintain health. KEY QUESTION: What behaviors are appropriate in each of these areas for children of different ages?[B] [C]

Assign each student to interview a parent of a two, four or five, and eight or nine-year-old to learn about each child's routine. Have students indicate health habits that have been included and note the differences according to the child's age. KEY QUESTIONS: How self-sufficient is each child? Is the child's schedule stable or erratic? How can a caregiver/parent encourage the child to continue these habits?

Ask students what they remember as enjoying the most and the least about bathing, brushing teeth, or shampooing hair as a child. Have the class brainstorm and identify ways to make the time a child spends on health habits more enjoyable.

With students, arrange a display or bulletin board illustrating ways a child's health routines may be made pleasant. Examples include bath mitts, toys, sponges, attractive towels, and novel toothbrushes.

Have the students either individually or in groups write poems and jingles or make up finger games to encourage good health habits. Arrange for them to be presented to young children. Have the students report their observations of the children's reactions to the class.[B]

Assign students to write an outline of the steps needed to teach one health habit to a child and demonstrate to the class.

Outline the principles to be followed when toilet training a toddler. Be sure to stress the importance of the child's physical development for successful toilet training, careful observation and following of children's cues, clothing a child can easily remove, a child-sized potty chair or toilet, a positive and encouraging attitude, and respect for the child's control over bodily functions. CRITICAL QUESTIONS: What are some of the possible consequences of pressuring children to toilet train before they are ready? How could this pressure relate to unhealthy emotional development? NOTE: Relate to Erikson's stages of psychosocial development.

Present case studies describing different practices parents use in toilet training a child. Have students evaluate the practices in each

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[B] = Basic Skill Reinforcement
[C] = Common Essential Element

situation. KEY QUESTIONS: What were examples of appropriate parental behavior? How could the parents' handling of toilet training be improved?

Lead students to develop a list of questions that could be used to interview a day care center director about practices related to personal hygiene routines of children. KEY QUESTION: What kind of information could be communicated between parents and day care center staff to give a child more consistency in routines between home and the center?

3. Answering children's questions

Write on slips of paper questions children might ask their parents/child caregiver. Divide the class into groups with each group drawing a question and role playing the parent answering the child's questions. Ask the class to evaluate each group's solution and offer any suggestions on ways to handle the situation better. CRITICAL QUESTIONS: Why is it important that children's questions be answered? Are there questions that a child care provider should inform the parent of so the parent can answer? Why or why not?

Assign students to watch one or more television news broadcasts and/or shows during prime time, imagining they are watching and listening from a child's point of view. Have students write down and bring to class for discussion questions which a child might have while viewing the shows. Working in groups, have students conduct research as necessary and formulate answers appropriate for the understanding of children at different ages. NOTE: Provide review material about characteristics of children's thinking at different stages. Guide class in critiquing answers. CRITICAL QUESTION: What are the possible emotional dangers to children of presenting more information than they can handle?

NOTE: Whereas an understanding of certain sex-related information is important to a child's development and safety, some communities/school districts have very strong opinions regarding the topic being included in the school curriculum. Be advised of the delicate nature of this portion of the curriculum and select content and teaching techniques with the philosophy of the school district and community in mind.

Define *sexual abuse* in terms of sexual molestation, exploitation, incest, and intercourse. KEY QUESTION: Why is it important to educate young children about their anatomy in relation to sexual abuse?

Invite a health professional or early childhood specialist to speak about age-appropriate sex information for children and ways to teach children about their bodies and how to protect themselves

against sexual molestation. A question box may be used for students to write questions they would like to have answered. KEY QUESTIONS: What are general guidelines for teaching children to understand and respect their bodies? How can a degree of modesty and privacy be taught to prevent sexual abuse while avoiding any negative implications about one's sexuality? How can children be taught to protect themselves against sexual abuse without creating undue fear or insecurity?

Ask a panel of parents of young children to discuss difficult questions their children ask and ways they answer them. KEY QUESTIONS: What sex-related information have you given your child at different ages? What teaching approaches have you found effective?

Provide examples of books, films, and/or anatomically correct dolls that could be used in providing sex-related information to a child. In a brainstorm session, have students give examples of activities parents can use with their children to teach them a healthy understanding of their anatomy. For example, puzzles of human bodies can be used having the child outline the body and point out certain areas. KEY QUESTIONS: Should children be taught correct terminology about their bodies? Why? What is an indicator of a child's readiness to learn about their bodies and body processes?

E. Influence of role models on development
   1. Behavior models

Ask students to name people who provide behavior models for children. List on the chalkboard. NOTE: Persons in the media, such as movie stars, should be mentioned, as well as adults and teenagers themselves. Ask for examples of children seen imitating the behavior of an older child, an adult, a TV star, or another person. CRITICAL QUESTION: What are possible consequences of a child's use of a super hero, like Superman or Wonder Woman, as a role model?

Have students write a set of rules they would expect a child to abide by. After the rules have been written, ask students to review their behavior over the past week. KEY QUESTIONS: Did you personally abide by all of the rules you listed for a child? If you did not, how would you need to change your behavior to provide a good model for the child to follow?

Discuss with the class the saying, "Do as I say, not as I do." KEY QUESTIONS: Do you feel "saying" or "doing" has a greater impact on a child's behavior? Why?

List the following situations and have students discuss how each could affect a child's selection of role models:

1) Having parents from different cultural backgrounds

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	2) Living in a neighborhood of different racial groups 3) Going to a school where other students are more affluent 4) Having an alcoholic parent 5) Living in a foster home 6) Being the youngest or oldest child in a neighborhood gang CRITICAL QUESTION: How might the role models a child chooses affect social and emotional development?
2. Sex role development	Lead a class discussion on how sex role stereotyping is developed at young ages. Have students identify ways to avoid sex role stereotyping. KEY QUESTIONS: Do marketing strategies promote stereotyping? What are the disadvantages of stereotyping? How do children themselves promote stereotyping? Brainstorm with students to define *sex role stereotyping*. Ask students to cite situations they have observed that illustrate sex role stereotyping of school-age children. Use Teaching Aid 44, Culturally Defined Sex Differences, to give further examples. Collect pictures which depict school-age girls and boys engaged in a variety of activities and show to the class using an opaque projector. Have students categorize pictures into those that illustrate sex stereotyping and those that illustrate roles not sex stereotyped. Explain how sex role stereotypes develop. Discuss in class. Place pictures on bulletin board. Assign students to keep a diary for several days listing examples of behaviors or comments that would teach a child sex role stereotypes. Observations could be of persons encountered personally or seen on TV and movies. Examples could range from direct comments to subtle behaviors. Lead a class discussion on student findings. KEY QUESTION: How could the examples listed be changed so they would not promote sex role stereotyping? Provide young children's books for groups of students to analyze pictures for the way the roles of females and males are treated. KEY QUESTION: How might children be influenced by these pictures?
3. Effects of mass media	Define *mass media*. Lead students in brainstorming to identify the types of mass media in your community. Include billboards, magazines, newspapers, educational and commercial television, and radio. Assign students to research and write a report on the effects of media, especially TV, on children. KEY QUESTIONS: How may

television programs affect children's development? What are the possible effects of certain types of programs? Based on the findings, should parents supervise or restrict the amount or type of TV watched by a child? Why?[B]

Working in groups, have students create a checklist of media characteristics that would have a positive influence on a child's development. Then, ask several parents to review the checklist and make suggestions. After revising the checklists using the parents' suggestions, students may view a children's television program and use the checklist to judge the suitability of the program for young children. KEY QUESTION: How may suitability vary with the age of the child?

F. Self concept
1. Development

NOTE: It is recommended that Unit III, Section F be taught before Section D.

Assign students to read text and selected references that describe and explain self concept development in children. As a class, discuss readings and formulate definitions of *self-concept* and *self-esteem*. Use Teaching Aid 45, The Child's Self-Concept Is Influenced By..., to summarize the influences on self concept development.[B]

Give students directions to carry out the following activity:

1) Write on one side of a note card two examples of ways parents or caregivers might reinforce or contribute to the growth of children's self concepts. Examples include thr following: Praise children for a task well-done, offer encouragement, give children opportunities to enhance living skills such as dressing themselves, treat children with respect.
2) Exchange cards with classmates.
3) Select one of the examples listed on the card.
4) On the opposite side of the card write an explanation of why that example is important for the development of a positive self-concept.
5) Discuss your answer with classmates. Do they agree with you? Why or why not?

Have students choose one of the following activities:

1) Bind one or both arms to side.
2) Bind legs together and walk on crutches.
3) Wear a blindfold or glasses which alter vision.
4) Wear clothing which will change appearance of body build.
5) Wear a pair of earmuffs to make hearing difficult.

[B] = Basic Skill Reinforcement

6) Wear a pair of rubber gloves and then try to proceed with normal classroom activities.

KEY QUESTIONS: When did you feel inadequate? What were the circumstances? If the condition was real and permanent, how could it affect a child's self-concept? Would a strong, positive self-concept make it easier to handle such a condition/handicap? How could someone help a child who was feeling inadequate develop a more positive self concept?

As a class, observe children at an elementary school during an outdoor recess. Students should determine differences in children's motor control and coordination. Determine if a child's self-concept, confidence, or acceptance by peers appears to be affected by motor abilities. Have students share their findings in class and discuss.

Explain to students that children should be allowed to express preferences and make choices. A sense of control over the environment gives a child a feeling of managing rather than being managed, and a positive self-concept is more likely to develop if a child feels able to arrange some personal affairs. Ask students for examples of activities and opportunities that will encourage children to make choices and give them practice in decision making. Examples may include choosing between a variety of things to do, selecting what clothes to wear, and opportunities to choose their own companions.

Have students make up or find in a resource book an activity which involves children choosing among several alternatives. If possible, have students use the activity with a group of children and observe the children as they make decisions. Through class reports and discussions, evaluate the activities selected. KEY QUESTION: How can offering limited choices to young children, such as red or blue shorts, and a wide range of choices to older children, such as all school clothes, affect the children's self-concepts?

2. Promoting self-esteem

Have students consider how their comments and tone of voice affect children. See Teaching Aid 46, Reinforcement and Support of Children's Self-Esteem, for comments that are reinforcing and supportive of children's feelings of self-esteem and those that are not. Have students write on index cards comments that would typically be made to a child. Arrange randomly and have students read the comments. Have students identify whether comments are positive or negative in promoting self-esteem. If negative, have class rewrite comments to be positive.

As a Student Occupational Activity, students may tape record their voice while working with children. Students should listen to the

recording to decide if their voice sounds more positive or negative. A written report may include suggestions on how to improve comments and tone of voice. KEY QUESTIONS: How might a parent's or caregiver's tone of voice influence the development of a child's self-esteem? How does the tone of voice affect adults?[B] [C]

Have students role play or present a skit of a family helping a child in a way that promotes self-esteem in the child. Examples are learning to ride a bicycle, learning to tie a shoe, and helping prepare dinner. KEY QUESTION: How is self-esteem related to learning?

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

TAC 75.83
ADVANCED CHILD DEVELOPMENT
UNIT IV

COMPETENCY: (e.4) *Utilize concepts and skills related to selection and use of appropriate child guidance techniques.*

SUB-COMPETENCIES: (A) *Describe guidance methods and factors influencing their effectiveness.*

(B) *Assess society's role in protecting the rights of children.*

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
IV. Child guidance techniques A. Child guidance methods and influencing factors 1. Needs of children for guidance	Have students read the text or selected references on the guidance of children. Cite a definition of *guidance*. KEY QUESTIONS: What is the distinction between child care and child guidance? Who is responsible for child guidance? Lead a class discussion on reasons children need guidance. Include safety, physical and emotional health, social development, self-concept, and self-control. KEY QUESTIONS: How does a child learn what is expected? What is the result of a child not learning what is expected? Label two columns "short-term" and "long-term" and lead class to brainstorm for some possible goals of guidance. Summarize by having students view Teaching Aid 47, Short-Term and Long-Term Guidance, and compare with lists compiled. Ask students to imagine what it would be like to drive down the highway, eat in a restaurant, shop in a store, or work in an office with people who have had no guidance. CRITICAL QUESTION: What would be the effect if there was no guidance in a society? List different techniques adults use in guiding and disciplining children. Have the class vote to determine the two most common guidance techniques used. Divide the class into groups to debate the effectiveness of the two techniques in promoting adult achievement, happiness, and growth toward maturity. CRITICAL QUESTIONS: What is the best means of child guidance? Why? Does the effectiveness of a technique vary from child to child? Why? Assign students to write an essay evaluating how guidance and discipline have been helpful in their lives. Have them project how the guidance and discipline will affect their adult life.[B]

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Have students visit a child care center and interview the director to find out what kinds of problem behaviors are observed in the center and possible reasons for some of the misbehaviors. Share findings in class. KEY QUESTIONS: How did the reported misbehaviors and projected reasons compare? What factors might explain this?
	Have students observe young children in a home, class laboratory, or child care facility, and write anecdotal records of the children's activities and conversations. Instruct students to analyze records and place each bit of behavior in a positive or negative column. In class have students trade lists. KEY QUESTIONS: Do you agree with one another's ratings of behavior? What conclusions did you reach?[B]
	Show the class video recordings of excerpts from television shows to illustrate children's behavior and the positive and negative ways adults respond to those behaviors. CRITICAL QUESTIONS: What were some possible goals of the children's behavior? Did parents' responses help children achieve goals? Why or why not?
	Have students describe a child's behavior which was so negative as to warrant special attention. Lead a class discussion on possible ways of helping the child. Have students volunteer to role play children misbehaving during play with adults encouraging more positive behavior. Lead a class discussion and suggest alternative adult behaviors and possible outcomes.
2. Factors affecting children's behavior	Lead a class discussion on ways in which adult expectations affect children's behavior. Have students give specific examples from personal experiences.
	A student may read David Elkind's book, *The Hurried Child*, and give a written or oral book report as an enrichment experience. Guide students to include an explanation of how children today are hurried and a summary of the effects on children.[B] [C]
	Collect newspaper, magazine, or other clippings which give evidence of unrealistic expectations of parents for behavior and performance of children. Read the clippings and lead a class discussion. KEY QUESTION: What are some adult standards that young children are often expected to measure up to? CRITICAL QUESTIONS: What are the potential effects of parents' or child care providers' very low expectations for children? very high expectations?

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Have students make a list of the behavioral characteristics they would like their own children to have and rank the characteristics from most important to least important. KEY QUESTION: How should one treat or guide children if these characteristics are to develop?
	Show students Teaching Aid 48, Children Learn What They Live. Make a bulletin board with pictures illustrating the poem.
	Give examples of behavior and lead a class discussion on how the behaviors might be positive, negative, or exceptional, depending on the time, place, and situation.
	Divide students into groups and lead a class discussion on Teaching Aid 49, Case Studies on Discipline. Add some scenarios from personal experience. Have students critique the parents' response in each case and compare with the way other parents might react.
	Have students read selected references or view films about basic needs of children, including physiological needs, love, security, acceptance, trust, self-esteem, limits, and freedom. As a summary, have students list basic and important needs of children. KEY QUESTION: How can being deprived of basic needs lead to guidance problems with children?
	Divide students into groups to play charades. One group draws a card stating a basic need of children. Taking turns, have one group act out the basic need and the other group identify which need is being acted out. Summarize by having students state a variety of ways to meet needs of children of different ages.
	Have a panel of parents and other child care providers representing different cultural groups discuss expectations for their children's behavior which reflect their cultural background and the ways in which they communicate their expectations. Guide students in preparing specific questions in advance.
	Have students recall situations, personal or observed, in which peer influence was stronger than the influence of adults. Discuss with the class some possible reasons why peer influence is so strong. KEY QUESTIONS: At what ages is peer influence strongest? Does it affect toddlers? preschool-age children? elementary school-age children?
3. Guidance techniques a. Characteristics of guidance	Give the pretest on the use of child guidance techniques found on Teaching Aid 50, Guidance Pretest. Lead a class discussion. CRITICAL QUESTION: How do appropriate guidance techniques relate to the needs of children?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Show a film or videotape which presents basic principles of child guidance. Have students list and summarize each guidance principle introduced. Lead a class discussion.
	Have students use references to develop a list of things to keep in mind when guiding young children. Compare lists with the items listed on Teaching Aid 51, Guidance Methods With Young Children. Have students work in groups to propose a sample situation illustrating each method or principle listed. Share group work with the class.[B]
	Define *direct guidance* and *indirect guidance*. Give examples of each. Summarize by viewing Teaching Aid 52, Direct and Indirect Methods of Guidance.
	Guide students to categorize direct guidance techniques as physical, verbal, or affective. KEY QUESTIONS: What are some instances in which each might be especially effective? ineffective? Why are all three types of guidance important?
	Assign students to observe a parent, caregiver, or teacher guiding a young child in a home or day care setting. KEY QUESTIONS: What direct guidance techniques were used? Which seemed to be the most effective? Why? How were equipment and supplies arranged to make it hard or easy for the child to behave appropriately? Did events appear to be sequenced or scheduled? How do arrangement and scheduling guide children indirectly?
(1) Kindness	Assign students to write a letter from a preschool-age child to the new teacher at the day care center. Have students tell the teacher what they imagine a young child might need in the way of guidance.[B]
	Ask the class to complete the following incomplete sentences listed on the chalkboard: When someone praises me, I feel.... When someone calls me a name I feel.... When others ignore me I feel.... When someone tells me I'm not old enough to do something I feel.... Lead a class discussion on how high school students feel in these situations. KEY QUESTION: How would children feel in each case?
	Have students recall unkind behavior toward children which they have observed. KEY QUESTIONS: Should children be treated with less or more kindness and consideration than peers? adults?
	Ask volunteers to role play a caregiver giving instructions to a child in a detached, uncaring manner. Repeat the same situation,

[B] = Basic Skill Reinforcement

having the caregiver show kindness and caring toward the child. Lead a class discussion. Have the participants in the role play reveal to the class the emotions they experienced while role playing. KEY QUESTIONS: How was kindness and caring shown through tone of voice, language, listening, and body language? Would a child feel the same way?

(2) Clarity

Instruct class members to think back to directions given to them by an adult or peer and give examples of directions that were hard to understand or easy to understand. Guide the class in compiling a list of guidelines for clear communications.[C]

Write on index cards descriptions of situations involving the use of guidance with young children. Have students draw a card and demonstrate how they would give guidance. Evaluate students' for clarity.

Write several sets of information or instructions that are difficult to understand. Have students analyze the statements to determine their clarity and explain what makes these statements hard to understand. Students should then rewrite the statements to make them simpler and easier to understand. KEY QUESTION: How does the use of simple directions aid in guiding children?[B]

(3) Consistency

Develop a class definition of *consistency*. Compare with a definition from a dictionary. KEY QUESTIONS: Why is consistency important in guidance? What effects does inconsistent guidance have on a child? What are some examples of ways parents, students, and teachers can show consistency in guiding the behavior of their children? Why would consistency be important in each situation?

Have students in groups write stories about two young children. Have one child's teacher show inconsistent guidance and the other child's teacher show consistent guidance. The story should show the effects on each child's behavior.[B]

Have students develop role play situations or write skits to show the results of inconsistency in guidance. The following situations may be used:

1) One parent says, "Yes" the other parent says, "No".
2) Parent allows child to get away with something one day, but punishes the child for the same behavior the next day.
3) Older child was never allowed to stay up late; younger child is.

[C] = Common Essential Element
[B] = Basic Skill Reinforcement

4) Parents never allow child to eat sweets; grandparent always rewards child with candy.
5) The custodial parent requires child to help with chores and encourages self-sufficiency; the non-custodial parent pampers and waits on the child.

Lead a class discussion and predict the possible results on the child's later behavior. CRITICAL QUESTION: How can parents who rely on other people to care for their children ensure that guidance will be consistent?

b. Guiding behavior
(1) Selecting and using techniques

Direct a circular discussion in which each class member identifies a positive guidance technique and ways to apply it. CRITICAL QUESTION: How does pointing out positive alternatives help children learn self-discipline?

As an enrichment experience or Student Occupational Activity, have students create and present a puppet show to illustrate techniques for developing self-discipline in children.

Describe the value of guidance techniques which help a child develop a positive self-concept. KEY QUESTION: How can giving the child positive feedback, giving the child attention before it is demanded, helping the child label feelings, and observing the child's strengths and weaknesses in order to meet the child's needs contribute to a positive self concept? CRITICAL QUESTION: Why is it important to help a child learn to deal with feelings and emotions?

Have students observe a child interacting with a parent or caregiver in a home, child care center, or other setting. Record examples of positive reinforcement. Share observations with the class.

Have students role play the use of the following direct guidance techniques in an adult-child interaction: demonstrating, leading, restraining, removing, gesturing, using body language, guiding verbally, listening carefully, using eye contact, using short sentences, using an action verb to start the sentence, giving one direction at a time, cueing directions to the right place and time, giving only necessary directions, giving appropriate choices, giving logical reasons, stating limits or rules, resolving conflicts over rules, avoiding competition, and praising. NOTE: Some guidance techniques may be more effective than others with certain cultural groups. KEY QUESTION: Why do techniques vary according to the age of the child?

An FHA/HERO project to provide child care for a PTA or other community activity can give students practice in guiding young children. Afterwards, have students identify the physical, verbal,

and affective guidance techniques used and evaluate the effectiveness of each technique.

Ask students to examine the following verbal guidance statements and point out their weaknesses: "Would you like to come join the circle with the rest of us?" "Would you like to put on your coat to go outside?" "Will you put your toys away soon?" "Are you ready to go to bed?" Have students rephrase each example to improve its effectiveness.

Describe a situation in which a four-year-old child keeps interrupting a group of adults. CRITICAL QUESTIONS: How can the parents or caregiver guide the child in a way that will promote the child's social development without disrupting the group? On what did you base your decision?

Have students in groups discuss positive child guidance solutions to the following behavior problems:

1) Refusing to share
2) Spilling milk,
3) Not taking turns
4) Breaking a window
5) Wanting to watch too much TV
6) Hitting another child
7) Refusing to eat

KEY QUESTIONS: What solutions would be appropriate at different ages? What might be the child's reason for misbehaving? Which incidents might be accidental? How would this affect your solution?

Prepare and discuss a bulletin board titled, "What Would You Do?". Use pictures illustrating children in danger or distress. Examples include child dashing into street, child refusing to share, or child fighting.

Assign groups of students to write and tape record a series of one-minute radio spots titled, "How Would You Handle This Child?". Present effective and creative ways to handle problem situations with a child. Play the recordings for the class and discuss the solutions.[B]

Ask students to apply principles of guidance to the following situations: Your parents are on a three-day holiday, and you are caring for younger brothers and sisters. What type of guidance would you use if one of the children in your care did the following:

1) Drew on the freshly painted wall with a magic marker.

[B] = Basic Skill Reinforcement

2) Refused to go to bed.
3) Wandered off in the shopping mall after you had taken the children out for a pizza.
4) Let pets out of the yard or house.
5) Lied to you.
6) Deliberately hit another child.
7) Left the phone off the hook.
8) Wrote his/her name in freshly poured concrete.
9) Locked another child in a closet.

KEY QUESTIONS: Were the solutions chosen physical, verbal, or affective? Were they positive or negative?

(2) Setting limits

Identify ways adults provide guidance for young children. CRITICAL QUESTIONS: What may occur if children have too few limits? too many limits? no limits? How can the setting of limits for children grow into good decision-making experiences for a child? How does adult guidance relate to the child's feelings of love and security? contribute to moral development and self control?

Ask students to give examples of limits their parents have set. KEY QUESTIONS: What changes were made in your limits as you grew older? How did your limits at different ages vary from those of your classmates? Why do you think your limits were more or less restrictive than those of your classmates?

Have students write limits for preschoolers in given situations using the following guidance guidelines: 1) put the child's thoughts into words, 2) state the rule simply, 3) let the child know you understand his/her feelings, 4) State alternatives. Situations could include the following:

* Kristin wants to have a snack just before supper.
* Brian wants to go swimming at bedtime.
* Mickey wants to watch television at four a.m.
* Cathy wants to walk to the shopping center by herself.[B]

(3) Rewards

Lead a class discussion on the use of positive consequences rather than bribery to encourage a child to go to bed, to pick up toys, to treat others kindly, or to share.

Give examples of situations where rewards for behavior might be appropriate. KEY QUESTIONS: How do rewards serve as a means for guiding a child's behavior? Why is food so often used as a reward or bribe? What message does this practice send to children? How may use of rewards cause other problems? What is the difference between rewards and bribes?

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Brainstorm with class as many ways as possible to say "very good" to a child. Write statements on slips of paper and make a collage for a bulletin board. Have students name possible rewards for desirable behavior, such as a special outing, a small treat, or extra attention to the child. KEY QUESTION: What rewards can a child get from misbehaving? (Examples may include attention, getting their way, or causing an envied sibling to get into trouble.) Ask for suggestions of appropriate rewards for the behavior of the child in each of the following situations: * Raymond brings home a picture from school. * Colette behaved very well on an afternoon shopping trip. * Charlie put toys away without being told.
c. Discipline as a form of direct guidance	Define *discipline*. Lead a class discussion on the following statement: Discipline is necessary for a person to become happy and well-adjusted. Assign students to read about methods of discipline in selected references. List various methods of discipline including authoritarian, permissive, and democratic. Use Teaching Aid 53, Discipline, and analyze the methods of discipline. Lead a class discussion on the following questions to determine how each method is used. KEY QUESTIONS: What is the purpose of each? Who makes the decisions in each? What type of adult citizen will each likely produce? Why?[B] Have the class view Teaching Aid 54, Child's Needs Filled by Discipline. CRITICAL QUESTIONS: What results when there is no discipline? In what way is discipline a positive guidance technique? Divide the class into groups. Assign groups to one of the following statements and lead a class discussion on the philosophy of each statement in relation to discipline. 1) Punish in anger, regret at leisure. 2) Spare the rod, spoil the child. 3) Wait until your father gets home. 4) Say what you mean, and mean what you say. In groups, have the class critique the following statements. A leader may be chosen to report conclusions to class. Include factors which should be considered before disciplining a child. 1) One can reason with any child at any age.

[B] = Basic Skill Reinforcement

2) There is never any reason to spank a child.
3) Discipline is the father's responsibility.
4) Children should be required to put away toys at bedtime.
5) A child should not be punished for thumb sucking, nail biting, bed wetting, or stuttering.
6) Punishment is in order when a child insists upon striking matches.

CRITICAL QUESTION: What steps can parents take to teach a child to become increasingly self-disciplined?[C]

Have students complete Teaching Aid 55, Understanding the Use of Punishment, using text or library resources. Lead a class discussion on the work sheets. Distinguish between firm and harsh punishment. CRITICAL QUESTION: What are the physical, emotional, and social risks to a child who receives harsh punishment?

Using Teaching Aid 56, Logical Consequences vs. Punishment, lead a class discussion on ways discipline which emphasizes the logical consequences of a child's actions differs from punishment. KEY QUESTIONS: What are effective alternatives to punishment? What are the negative effects of using shame and guilt as punishment?

Divide the class into groups and have them list ways parents or other adults such as teachers have been observed disciplining children. Have each group choose a leader to report to the class. KEY QUESTIONS: What were some of the reasons the children were disciplined? What effect did different ways of disciplining seem to have on the child? on the parents? Was there any educational value?[C]

Describe ways discipline may vary in the following situations: 1) a one-year-old child throws food, 2) a four-year-old child throws food, 3) a ten-year-old child throws food. Explain why various methods may be used. KEY QUESTIONS: How would an adult's expectations of each age child differ? Would the same discipline technique be appropriate for each age group? Why or why not?

Collect cartoons that depict child rearing and disciplinary situations. Mount the cartoons on the bulletin board or copy onto a transparency. Lead a class discussion and lead students to state generalizations related to disciplining children as expressed in the cartoon situations.

[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
B. Society's role in protecting children 1. Laws protecting children	Through library research, have students develop a list of the kinds of laws protecting children both locally and on the state and national level. Group the laws according to what kind of protection they provide. KEY QUESTIONS: How have laws improved the welfare of children? How do the laws related to child care protect children? parents? What are forms of child abuse? What are current laws governing how and when suspected child abuse is to be reported? What is the penalty for failure to report?[B] Invite a guest speaker such as a judge of juvenile courts, a knowledgeable child advocate, or a welfare counselor to discuss laws protecting young children. CRITICAL QUESTIONS: Are these laws adequate to protect the health, safety, and welfare of children? Why or why not? Assign students to write research reports based on historical accounts of exploitation of children in various situations. KEY QUESTIONS: What contributed to the improvement of conditions for children? What is society's role in caring for children?[B] Ask the class to propose new laws to protect children or propose revisions in existing child protection laws and explain how these proposals would protect the welfare of children. Pretending it is the year 2000, lead students to brainstorm to determine what new laws might be needed. Lead the class in a discussion on whether the rights of parents and children sometimes conflict. KEY QUESTIONS: Do children's rights need additional protection? If so, what? Lead the class to brainstorm ways in which individuals can be advocates for children. An FHA/HERO project which educates the public and policy makers about a current issue affecting the lives of children may be developed.[C] Obtain information about proposed legislation that affects children. Have students write an opinion paper, including facts and statistics to support views.[B]
2. Agencies concerned with child welfare	Have students work in groups to identify agencies in the community, state, and nation which deal with the following aspects of child care: child welfare, health, and education. Resources such as a telephone directory and community services directory may be used to find out how to get in contact with the agency and what services each offers. Have representatives from each group compile results and develop a chart for the class.[C]

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Have a panel of representatives from local child welfare agencies discuss the services provided by each agency. Ask questions to learn more about each. KEY QUESTIONS: Why is each agency needed? What services does each provide? What charges are made for their services? What, if any, are the eligibility requirements for persons to obtain the services?
	Work as a class to develop a directory titled, "Directory of Community Child Welfare Agencies." Include the name, address, and telephone number of each agency, a list of the services provided, eligibility requirements for receiving services, and charges for services. Make available to the community as an FHA/HERO service project.[C]
	Lead a class discussion on how the social work, legal, medical, and psychiatric professional fields are associated with child abuse in some way. KEY QUESTIONS: How could each serve a child who has been abused? What services do they provide to abusive parents?
	Invite a representative of an agency dealing with child abuse to explain the availability and procedures for obtaining help for the abused, the family of the abused, and the abuser. Have students summarize what they learned in a paragraph.[B]

[C] = Common Essential Element
[B] = Basic Skill Reinforcement

TAC 75.83
ADVANCED CHILD DEVELOPMENT
UNIT V

COMPETENCY: (e.5) *Acquire concepts related to the social implications on the development of the child.*

SUB-COMPETENCIES: (A) *Discuss the effects parent/guardian employment has on the well-being of the child.*

(B) *Identify local, state, and national resources related to children.*

(C) *Discuss societal trends impacting children.*

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
V. Societal implications A. Effects of parent employment	Lead a class discussion on the effects of parental employment on a child. Issues could include the following: effects of work/travel schedules, employment practices which support or conflict with families, or effects of work stress on parental behavior. Use an implication wheel to help students identify what would happen if a parent who had previously not been employed decided to accept full-time employment. Have students write in a square in the center of a large piece of paper a statement such as "My Parent's New Job." Extend four lines from the corners of the big square and connect with four smaller squares. Students can be asked to write in each of the smaller squares a way the parent going to work will affect the child. Connect the four squares to show the ripple effect of the results. Share and discuss in class. KEY QUESTIONS: What could be implications emotionally? socially? intellectually? physically?[B]
1. Decisions about child care services a. Types of child care services	Have students list and compare the types of child care services available to parents with children of different ages. Remind them to include family day homes, school-related training centers, privately operated preschools, philanthropic or community welfare agencies, industry-owned and operated centers, and church-sponsored cooperative facilities. As a follow-up and as a special FHA/HERO project, students can compile a resource list of child care facilities in your community. Students may use the telephone directory and classified advertising from your local newspaper in compiling the list. Information that could be included about the facility are name, address, telephone number, name of person to contact, hours of operation, types of services offered, number of children per teacher, and approximate cost of services. The

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	resource list can be distributed to parents and teachers and kept on file for future reference.[C]
	Invite a panel of community resource persons such as a social worker, minister, or child care professional to explain the types of child care services available. They might name each type of child care service, give the characteristics of each, and list the licensing requirements for each. Ask students to prepare a list of possible questions concerning child care services to ask the panel.
	As an outside assignment, have students visit and observe in a family day home. Ask each student to write a report which points out the advantages and disadvantages of a home care situation. Lead a class discussion on students' visits.[B]
	Arrange a guest speaker from a local Head Start program or show a film which describes the program. KEY QUESTIONS: What are the purposes of the Head Start program? Who is eligible for Head Start?
	Information and activities related to the types of child care available outside the home are included on pp. 57-60, *Home and Career*, Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas.
b. Criteria for evaluating child care services	Have students use the state's minimum standards for day care facilities as a reference and prepare a checklist of characteristics of quality day care facilities. Include sanitation, equipment, attitude of employees, safety, atmosphere, and utilization of space. As a follow-up, arrange for students to visit a day care center and use the prepared checklist to evaluate the facility. As an alternative, have students use the checklist in *Home and Career*, Activity E-4, or *Consuming in the 80s and Beyond*, Activity 48, Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas.
	Ask students to listen to a resource person from the Department of Human Resources or a director of a day care center speak about the rules and regulations required of day care centers by the state. Guide students in preparing questions to be asked and writing a follow-up summary.[B]
	Assign each student to interview parents of young children to learn what they look for in choosing a day care center for a child. Have students write a summary of their interview and report to the class. Have students read and complete activities in *Home and Career*,

[C] = Common Essential Element
[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Activities E-3 and E-5 and/or Activities 49 and 50 in *Consuming in the 80s and Beyond*, Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas.[B]
	In a round robin, ask students to describe an atmosphere which they feel would encourage learning. Have them compare their descriptions with those of classmates. Lead a class discussion on the importance of atmosphere and environment to children's learning. KEY QUESTIONS: Were the atmospheres described relaxed or tense? Were the people harsh and uncaring or loving and encouraging? How can the atmosphere encourage or discourage learning?
	Take students on a field trip or arrange for students to work in a day care setting. As a follow-up, have students outline the daily routines they observed and evaluate the adequacy of the equipment and space, the personal support given by the workers, and the total program structure. In class, have students share their experiences. KEY QUESTIONS: What were strengths of the facility? What could be done to improve the facility? How was safety of children and employees provided for? Were a variety of activities provided? Were activities well-planned? Were they appropriate for the child's age?
	Following an observation, ask a group of students to prepare a bulletin board to point out a child's activities during a day at a child care center. Ask students to use pictures showing activities of the day. The bulletin board could be titled, "Around the Clock at a Day Care Center."
	Assign students to visit two child care centers to observe their outdoor play areas and write a description of each. Have them include in the description of each play area the setting, size, shape, and equipment. Also identify three things which are well-planned to meet the children's outdoor play needs.
	Have students prepare a plan for adapting their family's home to meet the standards for a family day home. They might interview persons who operate such homes for suggestions or study state licensing standards for such homes. Students can work with other classmates to critique each plan.
c. Costs involved in outside-the-home child care	Using a list of the child care facilities in your community, have students analyze the costs of each child care center. Lead a class discussion on the reasons why the costs of different child care centers vary.

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	In class, decide whether it is less expensive to leave a child in a day care center and work or for one parent to stay at home with the child until the child is old enough to attend school. Have students calculate expenses using Teaching Aid 57, Costs of a Dual-Career Family. KEY QUESTIONS: How did the parents' income influence the decision? If the cost and income were comparable, what other factors should be considered from the child's standpoint? from the parent's standpoint?[B]
2. Stress	Lead a class discussion on socioeconomic trends and facts which have led to the phenomenon of self-care/latchkey children: 1) Dramatic increase of women in the work force 2) Increased divorce rate and consequent rise in the number of single-parent families 3) Inadequate financial resources and support systems of single and dual-parent families 4) Less availability of traditional child care 5) Frequent inaccessibility or unacceptability of day care 6) Increasing number of dual-working families 7) Work and school policies which conflict with child care and parenting needs NOTE: Obtain and present up-to-date statistics related to each of the factors above. KEY QUESTIONS: Based upon socioeconomic trends in our state and nation, what are future child care needs likely to be? What other factors may lead to children being unsupervised?
	Have small groups or pairs of students investigate workplace policies and practices which support families and minimize the problems involved in child care. Employers in the community may be interviewed or asked to speak to the class. NOTE: These may include flex-time, flex-benefits, paid personal or sick leave for care of children, part-time or job-sharing situations, employer-supported child care, company-sponsored referral services, and access to company telephones for personal use. KEY QUESTION: What key questions would a parent concerned about child care need to ask of a potential employer?
	Activity E-12, Leave-Time Decisions, in Unit E, *Home and Career*, Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas, can be completed by students for further understanding of situations dual-earner parents face. A problem-solving process may be utilized by the class to resolve the problem in the case study.
	Have students write and illustrate through comic strips or cartoons the possible effects of child care services by completing the

[B] = Basic Skill Reinforcement

following "before-and-after" situations: Before, Tom is quiet and shy; after.... At first, Rose cries when left at the child care center; now.... Before, Melinda wanted all the toys; now.... Have students share their comic strips with other classmates. Lead a class discussion.[B]

In class, role play and analyze the following situations:

1) Charles has been in a day care center for three weeks and cannot adjust to the routine.
2) Brenda's parents must both be employed. Should she, an only child, be left in a day care center, sent to Grandmother's, or left at home with a child caregiver?
3) Frank's mother no longer is employed, but Frank does not want to leave the day care center.

Lead the students to take the role of the parents and follow a problem-solving process to deal with each problem. KEY QUESTIONS: What effect does the child care center appear to have on the child's behavior in each situation? What alternatives do the parents have? What resources are available to the parents in helping them make a decision? CRITICAL QUESTION: What is the best care for a child when parents are employed?

Divide students into groups. Write on index cards situations related to the preparation of a child for attendance at a child care center. Sample situations include the following: 1) Eddie wants to take his puppy to the child care center, 2) Amber won't eat anything but peanut butter sandwiches, 3) Cass cries when left at the center. Ask each group to draw a card and to propose possible reactions to the situation. KEY QUESTION: How could the problem have been prevented through better preparation of the child?

Divide students into groups to interview parents in the following situations:

1) Employed single parent or dual career couple with children in day care centers
2) Parents with children who have been in a day care center and are now in elementary school
3) Couples where one of the parents stays at home with their young child
4) Parents having a difficult time making the decision to send a child to a day care center

As a follow-up, lead a class discussion on the differences and similarities in each parenting situation. KEY QUESTION: What are some effective ways of relieving stress on children of employed parents?

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
3. Children in self-care	Define *self-care* or *latchkey* children as those children—usually under 12 years of age—who are regularly left alone or in the care of young siblings. To provide a historical approach for the phenomenon of self-care or latchkey children, read excerpts from the 1845 novel, *Hard Time for These Times* by Charles Dickens, which describes displaced children of workers.[B] Have students consult library references or agency representatives to determine national, state, and local statistics related to self-care/latchkey children. KEY QUESTION: What is the responsibility of individuals and the community for the problems of self-care children? As an enrichment experience or Student Occupational Activity, students may write research reports on socioeconomic trends which are contributing to increases in the number of children in self-care. Reports should include the effects of each trend on the parents and children.[B] Have students list the kinds of responsibilities children of the following ages should have for themselves, other children, and the household: preschoolers (five years of age and under); young elementary-age children (six to nine years of age); older elementary-age children (ten to 12 years of age); young teens (13 to 15 years of age); older teens (16 years of age and older). Compile students' lists on the chalkboard. Have students give reasons for the appropriateness of responsibilities listed. Lead a class discussion on developmental characteristics of children at different ages using Teaching Aid 58, Children's Responsibility Checklist. Lead the class in reaching a consensus. An analysis of the case study in Unit E, Activity E-8 of *Home and Career*, Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas, may follow this activity. Lead students to brainstorm the possible risks to children in self-care situations. Consider physical, emotional, social, and intellectual risks. KEY QUESTION: How are sexual abuse, accidents, drug and alcohol abuse, depression and suicide, and underachievement in schools related to the self-care of young children? CRITICAL QUESTIONS: How can risks to children in self-care be minimized? What role can parents take? the community? Resource persons to speak to the class on the problems and risks of self-care by children may include an elementary school counselor, nurse, or principal; representatives from law enforcement or the fire department; or child welfare or social

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	worker. Students may prepare questions before class begins and arrange for and introduce speakers. During the next class period have students summarize and discuss the pros and cons of children being left unsupervised.[C]
	Ask students to brainstorm difficult situations or work and child care conflicts which employed parents often have to face, or use examples given in Teaching Aid 59, Work and Child Care Conflicts. Using a problem-solving approach, develop alternative solutions to each problem situation. CRITICAL QUESTION: How is a child's well-being best served when employment, other parental demands, or economic/personal problems conflict with supervised care of children?
	Have students investigate and report to the class the availability of care for children in the community. Focus especially on after-school care and programs available for children in self-care and/or their parents. Arrange for a representative from a community program, if available, to speak to the class. Lead a class discussion regarding the effects on worker productivity if parents (worker) are worried about child care. KEY QUESTIONS: Are the local programs adequate? What programs are available in other communities that would be helpful? feasible?[C]
	An FHA/HERO project could involve cooperating with a local organization to present a self-care class for elementary age children and their parents. Students may write and present puppet shows and/or skits, slides, or videotapes showing self-care skills and safety precautions to children in class.[C] [B]
B. Local, state, and national resources	NOTE: It is recommended that Section C be taught before Section B of this unit.
	Have students research to find examples of laws which protect or contribute to a child's growth and development. Have students show findings in class for discussion.
	Ask students to compile a list of services and support systems that are available in your community for parents and families in stress or crises. Ask student volunteers to investigate these systems further and report their findings to the class. NOTE: Community resources offering services for successful parenthood include schools, PTA, recreational centers and activities, Scouting programs, child care centers, Well Baby clinics, law enforcement agencies, public libraries, and educational television. The students may also note how to obtain these services.

[C] = Common Essential Element
[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Assign students to collect ads from local or regional newspapers about support systems and services for children available to families. Lead a class discussion on these systems and services and their benefits.
	Ask students to consult persons in their community to determine various local, state, and nationally sponsored family support systems and services. Assign students to compile a report to explain why these support systems and services are important and beneficial to a family. Assign them to outline situations or reasons one could use each support system or service. KEY QUESTION: How could each support system/service be of benefit to you?[B]
	As a special project, students can develop a bulletin board on services and support systems available to families in their community. Each service illustrated should include a notation of whether its source is local, state, or national.
C. Societal trends affecting children	NOTE: It is recommended that Section C be taught before Section B of this unit.
	Ask students to describe some changes they have observed during their lifetime. Students should categorize the changes cited as being in their family, in their community, in the world, or in the media. KEY QUESTIONS: Based on the changes observed, what have been some of the trends in our society? How will children be affected by societal trends?
	Have students keep a trend log based on events related to children as reported in the media. Each student should choose a specific topic to follow for a month. Examples are education and child abuse. Keep a record of the trends noted. Evidences of at least five media reports and a written summary of the trends noted should be turned in by each student. NOTE: Evidence may include copies of newspaper and magazine articles and written summaries of radio or television reports. A list of sources should be included.[B]
	Based on student reports of societal trends affecting children, have students analyze interactions between trends by completing the matrix in Teaching Aid 60, Trend Interaction Matrix. Lead a class discussion to discover further relationships.
	Have the students read about the changing American family and complete activities 12, 13, 14, and 15 in *Consuming in the 80s and Beyond*, pp. 18-19, Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas. Lead students in

[B] = Basic Skill Reinforcement

summarizing the changes pointed out in the reference material and the implications indicated in the activities.

1. Adjusting to change

For a special project, students may read a book predicting what the future world will be like. Have the students identify in a written report the potential impact the changes described will have on child care in the future. They may report findings to the class. KEY QUESTIONS: How important is the ability to adapt to change? What adjustments and challenges are families likely to face in the future? What may child care providers expect in the future?[B]

In class identify constructive ways to adapt to change. See Teaching Aid 61, Change as Opportunity, for further information. Lead a class discussion on how the ability to cope with change relates to a general ability to cope with ordinary family problems. KEY QUESTIONS: How can change be positive? What is the most important element in adapting to change? How do the ways families cope with problems affect a child's ability to cope with change in the future?

Have students recall a change in their household made because of social, technological, or ecological changes. KEY QUESTIONS: How did the family adapt to this change? How did family members feel about the change? How would the change have been experienced by a young child?

Ask students to read case studies illustrating family changes. Using Teaching Aid 62, Case Studies on Change, have students identify problems or complications which may be experienced while adapting to the changes. Propose ways that adaptation to the changes could have been made easier.

Ask students to use a dictionary or references to define *crisis*. In class, relate the definition to its meaning for the family—anything that disrupts normal family functioning. KEY QUESTION: How do resources, attitudes, mutual trust, agreement, and hardships influence the way a family defines a crisis?

Lead students in listing events which sometimes lead to a family crisis. Examples: job loss, transfer to another city. Have students work in groups to discuss reasons the listed events might be a crisis in one family and not in another. KEY QUESTIONS: How would the crisis affect the children? How could the children be helped in dealing with a crisis?

Using a brainstorming technique, ask students to list major and minor crises that might occur in the family. Use Teaching Aid 63,

[B] = Basic Skill Reinforcement

Problems and Crises, to show examples and possibly use as a bulletin board idea where class ideas of crises could be added. Lead a class discussion on how each crisis may affect children of different ages in a family.

Ask students to determine ways that a family crisis may promote community action which prevents future family crises. For example, the drowning of a child may result in a lifeguard, an accident at a school crossing results in a traffic light, or a rabies incident results in a city-wide vaccination of pets.

Assign students to study resources to identify skills needed for coping with crises. Examples include decision making, management, and communications skills. In groups have students develop strategies for teaching children one of the skills. As a laboratory activity, enrichment experience, or Student Occupational Activity, have students utilize the strategies developed in working with children.

Ask students to volunteer to develop a bulletin board titled, "Coping with Crises" which identifies techniques for coping with crises and sources of aid for families with children.

Lead students in brainstorming to identify personal resources which can be helpful in coping with crisis. Lead a class discussion on how children develop the personal resources for coping with crises. KEY QUESTIONS: How can mental resources help withstand external pressures? What role does courage play in a crisis? What part do love and support play? How might experience in coping with everyday problems prepare a child for dealing with crises?

Assign students to read "Make Your Move" on page 125 in *Home and Career*, Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas, and complete activities H-3 and H-4. Lead a class discussion on findings from the interviews in class.

On index cards, write specific crises such as loss of job, death of a parent, or having to move. See Teaching Aid 64, Classification of Family Crises, for a list of family crises. Divide students into family groups and have each one draw a crisis card. After each group analyzes the skills and resources needed to cope with the crisis, have the students role play the crisis situation demonstrating positive and productive family responses. KEY QUESTIONS: What individual skills and resources were drawn on in each family response? What resources from outside the family were used?

Lead a class discussion on how physical and mental health can enable one to meet the demands of a crisis situation. KEY

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	QUESTIONS: How can good relationships make hard times easier to cope with? Why is the ability to adapt to change important in a crisis? How can children help in a crisis? How may family roles change during a crisis? How can relatives, friends, and neighbors provide emotional support and help?
2. Mobility	As a special project, have students conduct a school poll to find out the number of times individuals have moved and the benefits and problems that resulted. Ask students to compile a list of the benefits and a list of problems. Lead a class discussion on the lists. KEY QUESTIONS: What factors help a family realize the most benefits from a move? What are possible solutions to common problems resulting from a move? What factors affect how easily children adapt to a family move?
	Have students write a fictional story about children who move with their family to a distant state for a parent to seek or accept employment. Include positive and negative results of the move and adjustment/problem-solving techniques.[B]
	Read to the class a story about a family that has relocated. Ask the students to use Teaching Aid 65, The Jones' Family Moves, to identify the decisions the family had to make and explain how a relocation can best be handled.
	Have students outline the advantages and disadvantages of moving frequently. Divide students into two groups and hold a debate titled "Frequent Moves Are Harmful to Children."
	Ask students to volunteer to tell about moving experiences they encountered as children. Analyze the moving experience with the class to determine how the experiences can be the most positive.
	Ask students to develop ideas for involving children in activities related to moving and selecting a new home and a new school. In class, share the activities through discussion. KEY QUESTIONS: How would the activities reduce a child's anxiety prior to the move? about leaving old friends? about leaving the security of the old home or school? about meeting new friends and teachers?
3. Unemployment	In class use Teaching Aid 66, Why Do People Change Jobs?, to identify reasons people change jobs. Separate the negative and positive reasons and lead a class discussion on each. KEY QUESTIONS: Would this method of looking at positive and negative factors be helpful to families facing other changes? Why or why not? How are children in a family affected by unemployment? How may negative affects be alleviated?

[B] = Basic Skill Reinforcement

Ask the students to outline the steps for meeting financial obligations during a period of unemployment. Teaching Aid 67, The Road to Meeting Financial Obligations, shows the steps to include. KEY QUESTIONS: To what extent should children be included in discussions of financial difficulties? How can children help?

4. Global connections

For an interesting approach, hang a large world map on the bulletin board and have students use map pins to indicate places they have lived (red pins), places they have visited (blue pins), and places where relatives or friends lived (yellow pins). Lead a class discussion on how living, visiting, or knowing someone in another country has influenced them or changed their outlook in some way.

Have students discuss their ethnic and cultural background and ways in which it has affected their own child rearing. If their parents or grandparents were reared in another country, have them share their perceptions of their values and expectations for children; or, invite parents or grandparents born and reared in another country to class to share their views on child rearing. KEY QUESTIONS: How are the values of a culture reflected in its child rearing practices? How does our society provide for children? What values do these ways reflect? How do values held by a culture give direction and meaning to the lives of children?

Provide newspapers for students to find articles which mention events originating in another country. Share articles with the class. KEY QUESTIONS: How do world events affect this country? you personally?

Define *global interdependence* as the connections that people around the world share through which change in one part of the world affects people in other parts of the world. Have students divide into groups and discuss some of the implications of global interdependence. Have each group draw one of the following topics for discussion:

1) Culture and lifestyle
2) Supply and distribution of food
3) Health and disease
4) Population issues and concerns
5) War and violence
6) Technology
7) Manufactured goods
8) Fuel and transportation

Each group can be instructed to come up with specific examples related to their topic of ways in which what happens in one area of the world affects people in other parts of the world.

Have each student select a country or region of the world to study using resources such as library books, newspapers, magazines, television reports and documentaries, and interviews. Have students write a two to five page paper, taking the perspective of a child, describing what it would be like to live in that country. Questions which students answer in their paper may include the following: What would childhood be like in this country/culture? What would the life expectancy be? What kind of health care is available? What kind of education is available? What kinds of values would the culture pass on? What are some of the celebrations, games, music, and stories passed on in the tradition of the country/culture? What are family roles and responsibilities like? What value does the country/culture have for children? NOTE: Foreign exchange students would be an excellent resource to report on these questions relative to their home country.[B]

Show films or video recordings of television documentaries which show family life in other countries. Have students list characteristics of the way of life shown in the film/recording and then list characteristics of family life as they know it in this country. Lead a class discussion on the differences and similarities between family life in the featured country and our own. KEY QUESTIONS: How do the characteristics of family life in different countries affect the development and well being of children in those countries? How are people in the United States ultimately affected by the lifestyle/living conditions of these other countries?

Arrange for students to have teenage pen pals in other countries. Guide students to relate details of their childhood and child rearing to their pen pals and ask the pen pals to do the same. Periodically in class, ask students to share what they have learned from their correspondence.[B]

Lead the class to brainstorm to develop a list of concerns of families worldwide. Examples include adequate resources, wholesome food, health, education, security, and privacy. As a class, or FHA/HERO chapter, develop a project which addresses one of these concerns. An example is a fund-raising drive to raise money to send food to needy families in a third world country in celebration of World Food Day, October 16.[C]

Assign students to bring to class examples from periodicals or news broadcasts of the problems of the world's children. Supplement with your own examples. Be sure to include hunger, lack of adequate medical care, adolescent pregnancy,

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[B] = Basic Skill Reinforcement
[C] = Common Essential Element

homelessness, war and violence, pornography, and abuse. KEY QUESTION: How is the physical, emotional, intellectual, social, and moral development of children affected by the problems they face in today's world?

A Student Occupational Activity may be chosen from the following:

1) Collect children's songs or games from several different countries. Organize according to universal themes and teach classmates to sing the songs or play the games.
2) Develop and show the class a slide/music show illustrating childhood globally.
3) Investigate international career opportunities, focusing especially on those related to teaching or serving children and families, and develop a resource list/file. The school counselor and librarian may be helpful in collecting resources.[C]

Students may work in groups to analyze, explore possibilities, and propose suggestions for the following family situation: Lisa and John have a one-year-old son, Max, and a two-year-old daughter, Madeline. John has just become employed by an international company which plans to send him, after five years of experience, to each of their five overseas offices for a year to train for a management position. John and Lisa are concerned about the effect of the cultural changes on their children who will be six and seven years of age when the moves begin. KEY QUESTIONS: What are the possible effects of the international moves on Max and Madeline? What are some of the attributes which Lisa and John will want to help their children develop? What are some possible goals of their child rearing? What are some ways Lisa and John can help prepare their children for their international experiences?

5. Technological change

Have an exhibit demonstrating products resulting from technological changes. Examples are paper diapers and computerized toys. Ask students to contribute their ideas of changes and compare them to technological changes since the Civil War. KEY QUESTION: How has technological innovation affected the lives of children?

Using a fish bowl technique, ask each student to give an example of ways technological change has affected their family. Ask each student to point out advantages and disadvantages that have resulted from the change. Students may consult other family members for their opinions. Chart the advantages and

[C] = Common Essential Element

disadvantages on Teaching Aid 68, Technological Changes in Your Family, and share with the class.

6. Ecological change

Have students study resource books, newspapers, or magazines to find articles that identify current ecological changes. Have students bring their findings to class. Using a chalkboard, make a list of the changes the class has identified.

Lead a class discussion on the ecological changes taking place in your community today such as a new highway, new dam, new reservoir, atomic or chemical waste site, or nuclear power plant. On the chalkboard, list the major changes families encounter as a result of ecological changes.

Divide students into buzz groups to discuss the following questions. KEY QUESTIONS: In what ways might ecological changes cause personal values to change? How can ecological problems cause changes in the family lifestyle and size? How can increased education help families to adapt to ecological changes? to influence ecological change? What role should parents play in educating children about ecological responsibility?

7. Marital stress, separation, and divorce

Have students give examples of the fragmentation of the family in today's society. KEY QUESTIONS: How does the fragmentation of the family affect children? What are some ways families can reduce fragmentation?

In class, identify situations, other than divorce, which may cause family separation. Some examples are a job requiring extensive travel, school, confinement in prison, confinement in a mental institution, or military service. KEY QUESTIONS: How might each of these separations affect children? Are these effects similar to or different from the effects of divorce?

Ask for student volunteers to plan a bulletin board titled, "Breaking the Links." Have other students collect pictures of items shared in a marriage such as a home, a car, furniture, and children or words representing emotions or abstract conditions in a stable marriage such as love, security, trust, and support. They may cut the collected words/pictures in half with zigzag strokes and mount them on the bulletin board, arranging them in a broken chain around pictures of the couple. KEY QUESTION: What is broken by divorce?

Lead a class discussion on the three stages of divorce: 1) emotional divorce, 2) physical divorce, and 3) legal divorce. KEY QUESTIONS: What occurs at each stage? What feelings are typical at each stage? How are children affected at each stage? Why may it be difficult for children to accept divorce? What

emotions may children experience during and after a divorce? How is the age of a child likely to affect reaction to divorce? How does the process of going through a divorce resemble the grief process?

Ask a librarian to arrange a display of books for children and parents useful in helping children understand and deal with divorce. Students may choose to read and review one of the books for an enrichment experience.[B]

List and discuss some of the effects of divorce on children. Students from divorced families may contribute to the list. The following consequences may be included:

1) Disruptions in residence, lifestyle, and living standard
2) Affect on child's self-concept and view of relationships
3) Anxiety, anger, and guilt
4) Distraction from school work and friends
5) Removal of sex-role and marriage models from the home
6) Relief that a volatile, unhappy family situation is changing

Divide the class into teams to debate the pros and cons of joint custody of children. Provide reference material for the students to use in preparing their defense.

As a special report, students may write a paper about a family they know well that has experienced divorce (the true identity of the family should not be given). Include in the paper answers to the following questions: How did family members deal with the divorce? How did the divorce affect the family members? How friends and extended family members relieve stress of divorce?[B]

Lead a class discussion on the meaning of the terms *recycled family*, *blended family*, and *stepparent family*. Outline on the chalkboard the possible relationships for a child in a stepparent family such as brothers, stepbrothers, or half-brothers.

Have students conduct a poll by interviewing students using Teaching Aid 69, Interview on Divorce, concerning how divorce or living in a broken home affects children. The identity of the students interviewed should not be shared. Compile the results and lead a class discussion.

Have students interview persons who have remarried. Ask them to cite challenges/adjustments that their recycled family faces in

[B] = Basic Skill Reinforcement

finances, emotional pressures, discipline of children, or changing family patterns. Lead a class discussion on the findings.

8. Violence and crime

Bring several days' newspapers into the classroom and have students find and read aloud reports of crimes and violence affecting children. Lead a class discussion on the effects of crime and violence on children such as physical and emotional damage, and the need and responsibility of adults for protection of children. KEY QUESTIONS: What are some of the characteristics of children which make them particularly vulnerable to crime and violence? What steps can be taken to reduce their vulnerability?

Invite a child psychologist, social worker, or representative from Children's Protective Services to speak to the class on how crime impacts children, and how to help a child who is a victim of crime. NOTE: If speakers are not available, consult references in the library for information.

Have students listen to a resource person discuss runaway children. KEY QUESTIONS: Why may children run away from home? How can the child's family cope with the situation? What problems may the runaway child face? What services are available to aid runaway children or their families?

Have students keep a log of television programs watched for one week and complete Teaching Aid 70, Influence of Media on Crime and Delinquency. Lead a class discussion on students' analysis of programs. KEY QUESTIONS: Considering the importance of role models and imitation in children's learning, would you let a child for whom you are responsible watch a television show which portrayed violence? crime? Why or why not?

Review research findings for the class on the effect of societal violence upon children's emotional/social development. KEY QUESTIONS: Are children ultimately affected by acts of violence not committed against themselves or their family members? Why or why not?

Assign students to read an article about the growing problem of a child being kidnapped by a divorced parent who has lost custody of the child. KEY QUESTIONS: What effects do such actions have on the parent with custody? on the child? How effective are efforts to find the child?

9. Drugs and alcohol

Read the quotes on Teaching Aid 71, Parent Responses to Drug and Alcohol Abuse, and ask students to give a thumbs up sign if they agree or thumbs down sign if they disagree with each quote. Lead a class discussion on their responses to find out what they

know about drug and alcohol abuse prevention. Present the facts given on the teaching aid.

Use Teaching Aid 72, Drug Abuse Prevention in Children, to stimulate discussion about ways parents can counteract the influence of drugs in our culture. Expand on the basic principles by having students suggest specific ways parents can carry out the ideas. NOTE: The Parent-Teacher Association (PTA) has resource materials available on the subject.

Have students give oral and/or written reviews of children's books from the elementary school or community library which teach children about the effects of drugs and alcohol and/or those concerned with being the child of an alcoholic or drug abuser.[B]

If there are support groups in the community for families of drug and/or alcohol abusers, ask someone from one of these groups to speak on coping with substance abuse in the family and ways to give individual and family support. KEY QUESTION: How can the stress of drug and alcohol abuse in the family be alleviated for a young child?

As an FHA/HERO or class project, arrange for students to present a drug education program to an elementary school class. They may consider a format of posters, stories, puppets, or a musical drama. Resources for planning may include an elementary counselor or nurse and reference books on the harmful effects of drugs and alcohol and how to talk to children about drugs and alcohol. NOTE: The children's teacher or principal may wish to review the material to be presented for its appropriateness.[C]

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

TAC 75.83
ADVANCED CHILD DEVELOPMENT
UNIT VI

COMPETENCY: (c.6) *Acquire concepts and skills related to special needs.*

SUB-COMPETENCIES:

(A) *Describe methods for identifying children with special needs.*

(B) *Evaluate methods for challenging gifted and talented children.*

(C) *Summarize ways to care for and guide children with handicaps.*

(D) *Summarize forms, causes, effects, prevention, and treatment of child abuse.*

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
VI. Special needs A. Identifying children with special needs	To begin the unit on special needs of children, have each student complete in writing the sentence "I wonder...about handicapped children." Have students volunteer to read their sentences out loud. NOTE: Their "I wonder...." statements may be the basis of class projects or reports later on. Assign students to read reference materials on the nature of exceptional children. Use Teaching Aid 73, Types of Exceptional Children, in discussing ways children may be exceptional. Invite students to form their definition of an exceptional child and share with the class. An exceptional child is one who deviates from the norm physically, mentally, emotionally, or socially. Encourage the students to discuss the characteristics of an exceptional child. Review for the class the study of heredity and its effects on the child emotionally, physically, and mentally. Teaching Aid 74, The Heredity Game, may be used to give the students a better understanding of heredity. Note for students that some children who were not born mentally, physically, or emotionally handicapped are the residents of institutions due to abandonment or severe neglect. KEY QUESTIONS: Why are gifted children considered exceptional? What special challenges may children in each group pose to their families? How are birth defects and handicaps related to heredity and environment? Have students identify types of handicaps which children may have using Teaching Aid 73, Types of Exceptional Children. KEY QUESTIONS: What can be done to correct these handicaps? to meet the needs of children with permanent handicaps? Have students study outside resources to identify and present statistics on the occurrence of handicapped children. Have

students note the reasons or causes of handicaps. KEY QUESTIONS: Why are premature babies more likely to be handicapped? What is the major handicap occurring in children due to mother's abuse of alcohol? drugs? father's abuse of alcohol or drugs? a parent having sexually transmitted disease? What steps can be taken to determine the extent of the handicap and best recourse?

Distribute case situations dealing with a variety of exceptional children (handicapped and gifted). Have students divide into groups according to their case studies. Ask each group to analyze their situation to determine factors contributing to its occurrence. After each group selects a leader, have them present their analysis to the class. KEY QUESTIONS: Do I make choices that could lead to the occurrence of birth defects, or other handicaps, or special abilities in future children of my own? to the prevention of their occurrence? Why?[C]

Have students give examples of ways deviation from the normal development of children in one area may affect other areas of development. An example is as follows: a child who is mentally handicapped may be socially and emotionally maladjusted.

1. Physically handicapped

Have students brainstorm to cite different physical handicaps they have observed in children and the special needs of physically handicapped children. Lead a class discussion on what problems they might have if they were physically handicapped. KEY QUESTIONS: In what ways would their schedule of activities change? Would they be able to continue to do all the things they are doing now? In what ways can physically handicapped persons learn to care for themselves? How can their families contribute to their self-confidence and independence?

Have students volunteer to give examples of personal experiences and observations illustrating how physically handicapped individuals seem to have compensated for their disabilities. Ask them to describe the situations they have observed.

As an FHA/HERO project, have the group volunteer to work with a handicapped child or handicapped children in a school classroom or local facility. Ask them to keep a log of their observations and experiences. KEY QUESTIONS: What handicaps did the children have? What special care did the children require? How were these needs handled? What rewards have you gained?[C]

2. Mentally handicapped

In order to determine students' attitudes toward *brain-damaged* and *mentally-retarded children*, write the words on the chalkboard

[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	and have students write on paper words they associate with *brain-damage* and *mentally-retarded.* Lead a class discussion on their responses. KEY QUESTIONS: Where do we get our attitudes about the mentally handicapped? What role does fear play? After studying the text or other references, have students give examples of mental handicaps. Lead a class discussion on the needs of mentally handicapped children. KEY QUESTIONS: What are common mental disorders? Which disorders are likely from birth? Are these disorders permanent? How can mental retardation be caused after birth? Are these disorders permanent? What treatment is available?
3. Emotionally handicapped (behaviorally handicapped)	Assign students to read reference material on emotional handicaps of children. Distribute to the class case studies of emotionally handicapped children and their situations. Have students analyze the situations to determine the causes. Ask students to point out the behavior which illustrates an emotional handicap. KEY QUESTIONS: Can an emotional handicap contribute to the child's developing other handicaps? How can emotional handicaps be discovered in children? Show a film or educational television program which summarizes the needs of the emotionally disturbed child. KEY QUESTIONS: What were the causes of the emotional handicap? How did the child overcome his/her problems and handicap? What treatment was available for the child? Invite a resource person knowledgeable of emotional disturbances in children to describe common behavioral problems and ways to recognize them. Ask the speaker to identify steps for preventing, minimizing, or coping with mental health problems. Note the difference between mentally handicapped and emotionally or behaviorally handicapped children. Have students interview a mental health worker to learn the signs of depression. Questions for the interview may include the following: What causes depression? Who can be depressed? When is depression a serious concern? How can depression be overcome? Can infants and children be depressed?
4. Learning disabled	Have students use resources to study and research the meaning of *learning disabled.* Teaching Aid 75, Characteristics of Learning Disabled Children, can be used to review the most commonly found characteristics in learning disabled children. KEY QUESTIONS: What are characteristics or what generalizations can be made about learning disabled children? How does a learning disability affect a child's development intellectually, socially, physically, and emotionally?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Have a special education teacher or director discuss for the class the difficulties a learning disabled child deals with in school, or in social situations. KEY QUESTIONS: How can parents, educators or others help the learning disabled child? How can they differentiate the learning disabled child from the child who doesn't try or who misbehaves? from the mentally handicapped?
5. Sensory impaired	With the class, identify the types of disabilities related to sensory impairment. The types include visually impaired, hearing impaired, and deaf-blind. Using Teaching Aid 76, Problems With Sensory Impaired Children, show the students what problems accompany each disability. KEY QUESTIONS: What are some of the problems associated with caring for sensory impaired children? Can having a sensory disability cause the development of other handicaps? What can be done to treat these problems? What stress is experienced by the family? How can the family educate themselves to deal with these problems? Assign students to read about the life of Helen Keller or another exceptional person who was sensory impaired. Have them write a report noting the effects of the individual's handicap on the family, the impact of the family's and caregivers' behavior on the individual's development, how they were able to educate themselves despite the handicap, the technique used, and whether the technique is still being used? KEY QUESTION: How were these people able to overcome the difficulties of being sensory disabled?[B]
6. Gifted children	Ask students "What do you think of when you hear someone say gifted and talented children?" Have students write down as many words as they can which they associate with gifted and talented children. Read some of them to the class. Explain to students that there are many definitions of giftedness. Have students find in references and compare definitions of giftedness. KEY QUESTION: Why does giftedness mean different things to different people? NOTE: A general definition for giftedness is that gifted children are superior in performance in some activity to other children of the same age. Present basic information outlining the meaning of "gifted child" and circumstances when a child is considered to be gifted. Have students summarize the types of abilities or talents which are characteristic of gifted children. KEY QUESTIONS: How can the special talents be identified? At what age is this possible? What behaviors would indicate that a child may be gifted? Is it possible for a child to be gifted in some ways and have learning disorders in other ways? Explain. What are common effects of a child's

[B] = Basic Skill Reinforcement

being gifted on relationships at school? with playmates? with family members?

List traits of giftedness in children on the board. Include the following:

1) Early use of advanced vocabulary
2) Early reading without being taught
3) Curiosity and keen observation
4) Memory for details
5) Long attention span
6) Many interests
7) Bored with repetition
8) Understanding of complex ideas
9) Exhibit critical thinking skills
10) Show talents early

Have students give examples of each trait and suggest ways parents and teachers discourage and encourage gifted children in relation to each of the characteristics or traits listed.

Lead a class discussion on factors contributing to giftedness in children. Include such factors as genetics, social/cultural environment, and health. KEY QUESTION: What factors in the home environment may help or hinder a gifted child in reaching his/her full potential?

Arrange for a family counselor, elementary counselor, or psychologist to explain how parents may aid in the gifted child's adjustment. Guide students in preparing questions for the speaker in advance. The presentation should include the following points: To what extent is the adjustment of the gifted child related to how the parents adjust to having a gifted child? What adjustments is the child likely to face with siblings? in school? with extended family members? with playmates? What actions on the part of the parents and other caregivers will likely make these adjustments easier? more difficult?

B. Challenging gifted and talented children

Invite an elementary school teacher or counselor to give guidelines for working with gifted and talented children. Guide students to prepare questions for the speaker in advance. Include the following questions. KEY QUESTIONS: What are some characteristics of gifted and talented children? What special abilities or talents are common for gifted children? How are these special talents displayed? What criteria or selection process is used in placing children in gifted programs? How can gifted students be served outside of special programs? What teaching methods are used with gifted children? How are these different to methods for teaching children with regular abilities? As a follow-up activity, observation in elementary school classes for the gifted may be arranged for your students. Teaching Aid 77, Problems of the

Gifted Child, can be used to record observations for later discussion in class. NOTE: IQ and achievement tests, creativity, grades, and teacher recommendations are used in selection of children for gifted education programs. Enrichment, ability grouping, and acceleration are the most common ways for schools to provide for gifted children.

Use Teaching Aid 78, Caring for Children with Gifts and Talents, to discuss guidelines for working with gifted children. Lead a class discussion on the meaning of each guideline and why it could be important in efforts to challenge a gifted child. KEY QUESTION: What would be an example of the application of each guideline?

Provide information to the students describing methods of modifying educational activities or programs designed for students with regular abilities in order that they may be challenging to gifted and talented children. Include the following modification techniques:

* Quicken the pace; guide the gifted child to move through activities faster than the child with regular abilities.
* Broaden the range of experiences and knowledge; teach the gifted child a wider range of content (teach about more things) than the child with regular abilities.
* Develop a gifted child's analysis and expressive skills in selected disciplines.
* Provide concentrated in depth study in an area of high interest to the gifted child.

Lead a class discussion on the meaning of each technique and how they could be applied. Divide the class into groups with each group drawing randomly a card on which one of the identified techniques is written. Guide the groups to write a case situation illustrating the application of their specified technique in working with a gifted child. Each group's situation should include a description of the gifted child (age, name, nature of giftedness) the approach (specific activity or method) that would have been taken with a child of regular ability, the approach that would be taken with a gifted child, and the specified technique applied. Example: Eight-year-old Chris who is especially talented and interested in music is involved in a special after-school voice and piano program; other students in Chris' class only study music two days a week as a classroom activity. This is an example of providing in depth study in a high interest area. Have groups report to the class and discuss. KEY QUESTIONS: How would each case situation challenge a gifted and talented child? How could the computer be used in each of the techniques listed?[B]

[B] = Basic Skill Reinforcement

In class, have students brainstorm to identify reasons why gifted children may not make the best grades in school. Use Teaching Aid 79, Tips for the Teacher, as a resource for problem-solving to develop ideas for ways children with gifted abilities may be encouraged to participate in class.

Debate the following statement: "The gifted owe society the benefit of their abilities." Each debate team must research for facts to support or refute this statement. KEY QUESTIONS: Does society owe the potentially gifted child anything? Why or why not? Explain.

Point out the fact that gifted children tend to ask an excessive amount of questions, especially questions related to how or why something is as it is. Lead a class discussion on the importance of the caregiver being patient and responsive to these questions. Have students work in pairs to role play a parent answering a gifted child's chain of questions about selected issues. Examples include the following: Why do I have to brush my teeth? Why do I have to eat vegetables? How do airplanes fly? KEY QUESTIONS: How could the caregiver's response to questions affect the gifted child's development? self-esteem? motivation to learn? discipline?

Have students plan an activity for a gifted child. If your school district has classes for gifted children, arrange for them to implement the activity or allow a parent to implement it. Ask students to make notes of the observation of the activity. KEY QUESTIONS: What was the activity? How did the gifted child react? What were your reactions? What adjustments could be made to improve the activity? What were characteristics of the activity which demonstrated a guideline for challenging a gifted or talented child as shown in Teaching Aid 78, Caring for Children with Gifts and Talents, or Teaching Aid 79, Tips for the Teacher?

Have students compile a list of programs or resources for the gifted child. Assign them to include how to get in touch with these resources and any other pertinent information about the resource. This list may be distributed through the parent-teacher organizations or the school/community newspapers.[C]

Use Teaching Aid 80, Two Sides of Gifted Behavior, to contrast for students how the characteristics of gifted children can result in positive and negative behavior. KEY QUESTIONS: How can a caregiver's knowledge of the potential behavior resulting from a child's giftedness help to capitalize on the positive and avoid the negative? What are examples of caregiver behavior that could have that effect? Why?

[C] = Common Essential Element

NOTE: Prior arrangements/permission should be made with directors/parents for observation of classes or events. As an enrichment experience or Student Occupational Activity, plan a treasure hunt after school for students to find evidences of different kinds of giftedness in children. Organize students into teams and give each team one or more clues which will lead them to find evidences of gifted children in their community. Examples include art, music, and sports lessons or events. Instruct students to bring back evidence such as photographs, recordings, or examples of borrowed work. During a follow-up discussion have students tell about other kinds of giftedness they have observed or read/heard about in children. NOTE: The areas of giftedness include general mental ability, specific aptitude in one or more subject areas, creative or productive thinking, leadership ability, visual arts, performing arts, and psychomotor ability.

Have a group of students do extra research on the subject of giftedness in children and present a panel discussion. You or a student leader may moderate the panel. Topics for discussion may include the following:

1) To Push or Not To Push
2) Myths and Truths about Gifted Children
3) How to Turn Gifted Children Off and On
4) Sex Discrimination and Gifted Girls
5) The Gifted Underachiever and Self-Esteem

NOTE: These topics may be used for research papers as well.[B]

C. Care and guidance of handicapped children
   1. Adjustments for family

Give examples of emotional adjustments the family of an exceptional child must make. Ask students to give examples. These could include admitting the reality of the situation to themselves or others, and overcoming feelings of self-consciousness, embarrassment, shame, or guilt.

Lead a class discussion on the validity of the following two statements: 1) An exceptional child's self-concept is determined by the attitudes of others. 2) Children should be accepted for who they are as they are. KEY QUESTION: What suggestions do you have for ways the family can foster acceptance of an exceptional child?

Invite a panel of persons who have experienced an acute or chronic illness, a handicap, or a disability of a child in their family to discuss their experiences. KEY QUESTIONS: What effects did the illness have on other family members? What challenges did the family face? How did special challenges vary depending upon the age of the handicapped or ill person? How were challenges met? What resources aided in meeting the challenges?

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Show a film or filmstrip on the effects of a handicap or chronic illness on relationships within the family. KEY QUESTIONS: How may attitudes of the person who is handicapped be affected? How may family members react to the handicap or illness? How can the family members help the handicapped or ill person cope with their problem?
	Have students identify special problems a retarded child presents by showing Teaching Aid 81, Family Crises: Child With Mental Retardation. Ask students to define *mental retardation*. KEY QUESTIONS: What adjustments does a family have to make when there is a retarded child born in the family? When and how is a child's mental retardation likely to be detected?
	Have students give examples of parental attitudes and the possible effects on the development of the handicapped child. Include attitudes such as guilt, pity, resentment, acceptance, and/or over-protectedness. NOTE: Teaching Aid 82, Parents of Exceptional Children, summarizes the possible negative reactions of parents having a handicapped child.
	Show Teaching Aid 83, Family Crises: Physical Illness. KEY QUESTIONS: How can physical illness for one family member cause hardships for other family members? How are children especially affected by the illness or handicap of a sibling? What can be done to ease the strain of physical illness?
	As a special assignment, have students read a book or article on the problems resulting when individuals or families face illnesses, handicaps, and disabilities. Suggested books: *Joni: A Step Further* by Joni Erickson and Steve Estes or *I Ain't Well But I'm Better* by Jess Lair. Have students write a report summarizing the book's main points on the nature of the problems, effects, and adjustments encountered by the handicapped person and their family.[B]
	Have students choose one handicap or chronic illness which interests them. After completing research on that condition, have them outline the positive and negative ways that it could affect family members if a child in the family has that disability. What impact would the child's age have? Using the negative aspects, have students write a paper describing ways that the negatives could be turned into positives. KEY QUESTION: How can a positive attitude about a handicap help other family members?[B]
2. Care for handicapped children	Have students listen to an appropriate resource person discuss special care or training which may be needed by a handicapped

[B] = Basic Skill Reinforcement

child. As a follow-up, have the students outline the special needs for specific situations such as a specific handicap, age, and/or circumstance. NOTE: Possible speakers could be social workers, medical personnel, and special education teachers. KEY QUESTIONS: Do handicapped children need the same discipline as children without handicaps? When educating handicapped children, are special schools needed? What is meant by *mainstreaming* a child in school? How do families plan and prepare for caring for the handicapped child? How do they arrive at a workable plan? What are the differences in techniques practiced, routines, time involved, and in the preparation of the school-age handicapped child? How is the appropriate blend of services achieved where the special services necessitated by the handicap are provided, but assistance not needed is withheld? Are there cases when little or no special services are needed? Why or why not?.

As a special project, have students research a specific handicap and related limitations and abilities. They might be asked to observe a child with that exception to get a better understanding of the difficulties the child encounters and the needs of the child. Have students write a paper including their findings. In class, ask students to share findings to help other students learn about the handicap or exception.[B]

Have students debate the following statement: "Exceptional children should be given constant care and attention." The students may need to divide their groups into research teams to discover facts that are supportive of their position. KEY QUESTIONS: What effects may this have on the child? On the family? How can the family and other caregivers contribute to the handicapped child's self-confidence and independence? How does the attitude of those around a handicapped person affect self-image and personal attitude?

Have students role play situations which simulate various handicaps, such as blindness or a missing limb. Have students attempt to carry out routine tasks while simulating the handicap. Examples include wearing a blindfold, using crutches, using a wheelchair, using prosthetic devices, using earplugs, and communicating without talking. KEY QUESTIONS: What frustrations did you experience? How did you deal with these frustrations? Were you able to participate in all of the activities you normally do? How would children of different ages likely be affected physically, emotionally, socially, and intellectually by the same handicap? What special care and guidance might be needed?

[B] = Basic Skill Reinforcement

Lead a discussion in class on the following statement, "Physically handicapped children need the same discipline and guidance as children without handicaps." KEY QUESTION: How does the discipline and guidance differ for children with and without handicaps?

Present basic information about care and guidance needs of emotionally handicapped children. Lead a class discussion on the possible effects of parental attitude on guidance and discipline of the emotionally handicapped. These include parents not accepting the problem, parents rejecting the child, parents feeling guilty. KEY QUESTIONS: What behaviors and other special needs are common for emotionally disturbed children? What care and guidance techniques are effective? What can be done to help parents deal with an emotionally handicapped child?

Make the point that depression is possible and real for children as well as adults. Have students develop a bulletin board or poster titled, "Beating the Blues." They may illustrate the techniques for overcoming depression. NOTE: Techniques for overcoming depression include admitting your feelings, finding someone to talk to, doing something you enjoy, doing something new, doing something to help others, or doing something you can do successfully.

Divide students into groups to research recent developments in the treatment of mental disorders and the care and guidance needed by the mentally handicapped child. Have students report their findings to the class. KEY QUESTIONS: How did their research help them to better understand the mentally handicapped? What information is available to help educate others on mental disabilities?

Have students work in groups to plan an activity for a mentally handicapped child. Arrange for students to use the activity with a handicapped child and report the results to the class. Their report should include the following questions: What activity did you plan? How did you adapt the activity for the child's handicap? How did the child react to the activity? How did other children react? Describe the situation in detail. NOTE: This may be adapted for any type of handicapped child. The activity is designed to encourage the student to observe the reactions and actions of the handicapped child to better understand their situation and feel more comfortable with handicapped persons. KEY QUESTIONS: Were you able to interact comfortably with the mentally handicapped person? Why or why not? CRITICAL QUESTIONS: Why do people without handicaps feel uncomfortable or uneasy with handicapped persons? What can be done to alleviate these feelings of discomfort?

As an FHA/HERO project or enrichment experience, arrange for students to visit a center or class for the mentally handicapped. Encourage students to note the positive accomplishments or skills of the handicapped clients/students, how self-help is encouraged by the staff/teacher or family members, any special equipment needed to treat the clients/students, and any negative activities or reactions. The students may also be made aware of the job opportunities available in this health service field, professionally as well as on a volunteer basis. Have students observe the adult role models interacting comfortably with handicapped individuals. Have students report findings to the class for discussion.

Divide students into groups to evaluate different care arrangements for severely handicapped children. Each group may determine the nature of the handicap. Each group will need a leader and a recorder. They will make a consequence grid. Three columns will be drawn with a feasible care alternative placed at the top of each column. Examples include home, institution, group home, day care, sitter. Then, have them use the brainstorming method to generate positive and negative consequences of choosing each alternative. Then, each group should evaluate the alternatives for care based upon the consequences and vote to rank their group's choices for care. Each group should report their conclusions to the class for discussion. KEY QUESTIONS: What are the advantages and disadvantages of each alternative for the handicapped child? for the family? Is there any validity in the statement: "It is cruel to institutionalize a handicapped child?" Why or why not? What factors should be considered when a family decides to institutionalize a handicapped child? keep the child at home?[C]

Have students examine your school, a local business, or another public building to determine whether the building meets the needs of the handicapped person. They may use Teaching Aid 84, Is This Building Handicapped Equipped?, as a guideline. KEY QUESTIONS: What are legal requirements for structural modifications to provide accessibility for the handicapped? Why is accessibility so important?

3. Costs to family

Lead students to brainstorm in a fish bowl technique to identify and list some of the special costs that may be necessary in caring for the exceptional child, such as medical equipment, professional guidance, or special education for both the family and the child. Next have students give examples of ways to meet the financial needs of rearing an exceptional child.

Have students analyze case studies of financial problems of families with exceptional children. KEY QUESTIONS: What

[C] = Common Essential Element

employee financial incentives. Include bonuses, stock options, savings and profit sharing, promotions, retirement/pension plans, and credit unions. Divide class into groups to play password giving clues describing the specified financial incentive. Reward points based upon the number of clues necessary to determine the incentive being described. Conclude with the following KEY QUESTIONS: How would each of the incentives affect a family's income? a family's budget? How can each incentive help provide for retirement years? children's education? leisure activities? housing? Which incentives could be provided by small companies? large?

alternatives were available to the family in each situation? How could the family's budget have been adjusted to meet part of the expenses? What resources are available to families in these situations? As a follow-up, divide the students into groups to investigate the community resources available to help people withstand the burden of rearing an exceptional child, and cope with the crisis of financial responsibilities related to illness, handicaps, and disabilities. Examples are insurance agents (disability insurance programs, salary continuation), Social Security (disability benefits, benefits for minor children, medical assistance welfare), Veterans Administration (disability benefits), March of Dimes, Kidney Foundation, American Heart Association, and other foundations and hospitals dedicated to the research of disease and handicaps. Have students create an oral presentation for the class. KEY QUESTION: Do all crises have the same financial implications for families?[C]

4. Community and support resources for special needs children

Ask students to find resources available in the community that aid exceptional children. Have students determine the services provided and the costs of each as well as any special care available. They might tour the facility to get a better understanding why each one differs in price.

Invite a panel of community resource persons or those involved in aiding exceptional children. Ask the panel to speak on the services available to these children, programs designed for exceptional children, education policies, and the medical nature of the disabilities. Ask students to compile a list of the topics discussed and the resources available. They might include special education programs, March of Dimes, special schools, private and public institutions, mental health society, health and welfare departments, and/or doctors. Students might include the services provided and the financial involvement of each program. KEY QUESTIONS: From what community resources could families with exceptional children obtain services free or at reduced price? What financial aid for education is provided? What are the educational rights of exceptional children? What are the credentials of a good doctor to treat an exceptional child? How can you find a doctor's credentials? Are there specific eligibility requirements concerning a doctor's credentials in order to receive aid from any of the resources?

Ask students to interview their parents in order to develop guidelines for selecting a physician. Have students share their guidelines with other classmates. KEY QUESTION: Do the guidelines differ according to the seriousness of the illness, handicap, or sickness?

[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	As an enrichment experience, ask students to visit a community resource serving handicapped children. It may be a vocational rehabilitation facility, city health department, or health clinic. Ask them to find out what services are offered, eligibility requirements, and charges. Have them write a report on their observations and report to the class.[B]
D. Child abuse 1. Types and signs of child abuse	NOTE: This may be a delicate subject area for some students. Caution should be taken on how it is presented. For the class identify the types of violence which may occur. Elicit from students definitions for the terms *child abuse* and *child neglect*. Help students to identify various forms of child abuse and neglect. The types of abuse and neglect are physical, sexual, mental, and emotional. Have students use Teaching Aid 85, Forms of Child Abuse, to give examples of circumstances that might lead to abuse or neglect. KEY QUESTIONS: Were the circumstances caused by a child or an adult? Why does child abuse often go unreported? Invite a police officer, nurse, physician, social worker, psychologist, day care center director, or child advocate to speak on the types, causes, and signs of child abuse. KEY QUESTIONS: Why do some adults abuse or neglect their children? What effects may abuse or neglect have on the child during childhood? as an adult? What signs depict each type of abuse? How can adults learn to overcome abusive behavior? Assign students to read selected references or view films and list the physical and behavioral signs that are evidence of child abuse and neglect. Have them compare their lists with the signs of abuse and neglect in Teaching Aid 86, Signs of Abuse and Neglect. KEY QUESTION: What should you do if you suspect a child is being abused?
2. Causes and prevention of child abuse	Assign students to collect news stories about child abuse and neglect. Ask them to write a summary of each article which might include the answers to the following questions. Who was the abuser? the abused? Were other family members aware of the situation? What finally brought attention to the situation? Where is the child now? KEY QUESTIONS: What causes child abuse and neglect? Why do abused children accept abuse?[B] Assign students to read selected materials on dealing with the emotions of both the abuser and the abused. Ask students to write a summary and report to class on ways that emotional support can benefit the abuser and the abused.[B]

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Study Teaching Aid 87, Parents Who Abuse Their Children, on abusive parents. KEY QUESTIONS: What causes parents to be abusive? How can they be helped? How can the cycle of child abuse be broken? Have students divide into groups to discuss one of the following situations which might occur in families who face child abuse and neglect. 1) Day care worker questions child after noticing frequent bruises. 2) Police arrive to check complaints that children are being neglected 3) Mother notices that the child has bruises after coming home from a child care center. Ask a leader from each group to summarize their discussion or role play the situations. KEY QUESTION: What positive action can be taken in each situation? Using the round robin technique, lead students in brainstorming to identify ways child abuse may be prevented. KEY QUESTIONS: How can parenting education help? How can child care facilities help? What can individual citizens, social workers, physicians and police do to protect children from abuse and neglect? What therapy programs are available to child abusers?
3. Society's role in protecting children	Have students research to identify the laws in your state that deal with child abuse and neglect. Have students interpret the laws. KEY QUESTIONS: What responsibilities do citizens have for reporting child abuse and neglect? How do each of these affect you as a citizen? How important are these laws to the health, safety, and welfare of children? Post in the classroom the toll-free telephone number for reporting child abuse. Inform students of their legal obligation to report suspected child abuse. KEY QUESTIONS: Why do witnesses of child abuse and neglect not always report it? What could be done to encourage better reporting? Help students organize a workshop on family law to be held for students and parents in your community. Have students write invitations for speakers to discuss various aspects of family law. Students should include sessions to allow parents, students, and legal experts to exchange ideas and opinions. NOTE: The workshop could be planned as an FHA/HERO activity. Have students write to thank all participants.[B] [C]

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Have students propose new laws to protect children, or revise old ones that are in existence. As a special assignment, have the students pick one law they feel is most important and write their congressman a letter or as a class send a telegram to advocate the proposal or revision of the existing law. KEY QUESTIONS: How would these proposals protect the welfare of a child? How does your involvement help to get laws put into action?[B] [C]
	Lead class to decide on one action their community could take to better protect it's children. Have each student write the action on the top of a piece of paper. After they draw a line down the center of the paper, instruct them to list down the left-hand side of the paper all the real or perceived barriers that are keeping the action from being taken. On the right-hand side of the paper, they are to list steps that could be taken that might help remove or reduce each barrier. On the back of the paper, have them describe a plan of action for actually removing the barriers. As a class compare the different approaches. NOTE: This may be accomplished in small groups with each choosing an action.[B]
4. Community services and resources for abused children	Ask students to determine how social work, legal, medical, and psychiatric fields are associated with child abuse. KEY QUESTIONS: How could each serve a child who has been abused? What services do they provide to abusive parents?
	As a Student Occupational Activity, students may compile a list of agencies in the community, state, and nation which deal with child abuse problems. Information about how to get in contact with each agency and the services each offers may be included. Students may develop a Directory of Community Child Welfare Agencies. Have them include the name, address, and telephone number of each agency, a list of the services provided, eligibility requirements for receiving services, and charges for the services.
	Invite a panel of representatives from local child welfare agencies to discuss the services provided by each. KEY QUESTIONS: Why is each agency needed? What services does each provide? What are the charges for their services?

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

TAC 75.83
ADVANCED CHILD DEVELOPMENT
CAREER OPTIONS AND ADJUSTMENTS

COMPETENCY:

(a.7) *Identify concepts and skills related to career options and adjustments.*

SUB-COMPETENCIES:

(A) *Relate personal characteristics to the appropriate career addressed within each home economics course.*

(a.2 A) *Identify employment opportunities and preparation requirements in chosen field.*

(B) *Describe management practices facilitating individuals assuming multiple roles.*

(C) *Discuss demands and rewards in relation to personal and family life.*

(D) *Demonstrate effective money management.*

CONCEPTS

Career options and adjustments
- A. Personal characteristics needed for child development careers
  - a.2 A. Employment opportunities and preparation requirements

LEARNING AND EVALUATION EXPERIENCES

NOTE: In situations when both Parenting and Child Development and Advanced Child Development are offered on a campus and taken by the same students, it is recommended that the Career Options and Adjustments unit in the Parenting and Child Development course focus more on careers related to parenting, child guidance, and family therapy; the Advanced Child Development course would focus more on careers related to the care, development, and education of children.

Prepare a bulletin board depicting possible areas of employment related to child development. Suggested caption: "Career Blocks in Child Development." Write areas of employment on shapes that look like children's blocks.

Ask students to explain what the term *child care* means to them. Have students find titles and descriptions of child care jobs in the *Dictionary of Occupational Titles* or the *Occupational Outlook Handbook*. Categorize careers related to child care as: 1) careers related to physical care, 2) careers related to emotional/social care, 3) careers related to social guidance, 4) careers related to intellectual guidance.[C]

Have students utilize computer programs or view audio-visual presentations to explore child care occupations. KEY

[C] = Common Essential Element

QUESTIONS: What are the characteristics of different child care occupations? What are the requirements for working in child care?[C]

Have students use references to define the following terms associated with child care jobs: child care, child caregiver, child care worker, teacher, administrator, social worker, child care aide, teacher's aide, paraprofessional, recreation leader, child care services, child care center, day care, nursery school, kindergarten, child care staff.

Have class survey the community to identify the types of child development related occupations available. Have them find out the requirements for each job. KEY QUESTIONS: What types of beginning jobs are offered? Which are considered professional and technical jobs? As a class, develop a chart to depict your findings.[C]

Students may interview a person who cares for children in their home. Include the following questions: What adjustments were necessary to ready the home for the care of children? Is the home licensed? What were the licensing requirements? How many children stay at the home? What are their ages? What activities are provided? What equipment is available? What charges are made?[C]

As an occupational activity project, students may select a child care center in their community for an in depth study. Make arrangements with the person in charge for the students to work in the center as volunteers. Ask the students to share their experiences with the class. KEY QUESTIONS: How did your experience influence your feelings about child care as a career? What do you think some of the career's greatest challenges would be? rewards? Under what circumstances would you recommend a child care career to someone?

Involve students in a brainstorming activity on creative, entrepreneurial approaches to child care. An example is motor home based care with pick up and delivery. Extend thinking as much as possible. KEY QUESTION: In what circumstances would each idea be most likely to succeed?[C]

Invite a panel of representatives from different financial institutions to describe their services and explain the loan application process for starting a small business. KEY QUESTION: How is the responsible use of a checking account related to getting a loan?

[C] = Common Essential Element

Ask students to prepare an article about a child care career. Have them include information on duties, education needed, job outlook, starting salary, and personal qualities needed. As a class, compile articles into a class newspaper for distribution to other students. If possible have articles printed in school newspaper. NOTE: This may be group or team projects or an FHA/HERO project. CRITICAL QUESTIONS: Which child care careers involve a higher level of responsibility? How does this compare with the level of responsibility of parents?[B] [C]

As a class, view Teaching Aid 88, Employment Related to Child Care, on careers related to child development. Have students relate the careers to their personal occupational desires.[C]

Ask students to: 1) Look up descriptions of professional jobs related to child development in the *Dictionary of Occupational Titles*, 2) study the descriptions and make a list of the careers they are most interested in, including descriptions of these jobs on their list. 3) Ask their high school counselor whether professional job opportunities in this field are increasing or decreasing. 4) Report their findings to class. KEY QUESTIONS: What is the anticipated trend in child development careers for the next five years? What social, economic, and demographic circumstances support this prediction?[C]

Invite a speaker from the Department of Labor, state employment commission, or private employment agency to provide information about jobs or careers in which one would encounter children. Guide students to prepare in advance questions for the speaker related to local, regional, and national employment trends, advancement opportunities, salary standards, employment requirements, and commonly noted occupational rewards and liabilities. As a class discuss careers or jobs in which encounters with children are unlikely.[C]

Assign students to interview a person employed in one of the child development related careers they are most interested in. Questions can include: What are the responsibilities of the person? What are the advantages and the disadvantages of this career? What was the education and work experience of the person interviewed? Have students summarize their findings in a report to the class. KEY QUESTIONS: What opportunities for advancement are available to the beginning professional? What opportunities are available in the area of management, administration, and self-employment? Is additional education needed for advancement? Are additional skills needed?[C]

[B] = Basic Skill Reinforcement

[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Assign students to study college catalogs to learn what courses are required for a degree in home economics with a major in child development. KEY QUESTION: What high school courses would be beneficial for this major?[C]
	Assign students to study references and conduct interviews to determine skills and knowledge acquired in child development that may be related to employability. Examples include understanding yourself, the growth and development of a child, human relationships, and job responsibilities. Have students summarize findings in a paper.[B] [C]
	Develop a career ladder of child development related occupations which includes career levels, job titles, duties, and minimum qualifications. Use as a bulletin board.[C]
	Ask students to construct a mental picture of society 25 years from now. KEY QUESTIONS: What will the role of children be? What child care-related occupations will be available? Explain how these occupations may differ from those of today. What current social trends influenced your thinking?
	In class, view career ladders related to careers with children. Using Teaching Aid 89, Child Development Career Ladders, compare educational requirements for advancing on a career ladder for each career. Discuss with students the importance of long-term planning for a career rather than only considering entry-level jobs.[C]
	Lead students to brainstorm as many occupations as possible outside the child development area that might involve children. Examples include pediatrician, specialist in family law, and juvenile law enforcement officer. Have students name the possible advantages and disadvantages of employment in each child-related job or career listed. KEY QUESTIONS: In what ways would training in child development be important to the these related careers? What is the difference between a job and a career? CRITICAL QUESTIONS: Is parenthood an occupation? Why or why not?[C]
	Ask students to identify a career related to children (but not "child development" or "child care" directly) of possible interest to them. As an assignment, have students research and write a paper on the career to include educational requirements, job responsibilities, salary, advantages and disadvantages, current and expected demand.[B] [C]

[C] = Common Essential Element
[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	As a class activity, have students divide into small groups based on interests in various careers related to children and find information about the career. Each group can plan and prepare a display about that career. Encourage creativity in use of posters, photos, and audio or video cassettes. CRITICAL QUESTION: How can child care skills help people in any job?[C]
	With class, list businesses that handle children's merchandise or are primarily for children in your community or geographic area. The telephone book or other resources may be used to make list. Determine the types of businesses that are lacking. Working in groups, ask students to imagine they are a group of entrepreneurs who are going to open a local child-related business. Lead students to brainstorm a list of business opportunities with the greatest potential. KEY QUESTIONS: What type of business would you open? Would it deal primarily in products or service? What clientele would be targeted? What would be your marketing strategy?[C]
	Assign the students to read in selected references about the characteristics a person should have in order to work successfully with children. Have students list the characteristics and add their own suggested characteristics. Lead a class discussion on the completed lists. KEY QUESTION: How do the personal characteristics of a caregiver influence success or failure in working with children?
	Ask students to use the sample schedule in Teaching Aid 90, Sample Schedule for Child Care Center Employee, of a child care employee's typical daily responsibilities to aid in listing the activities, skills, and competencies involved in day care careers. Have them summarize in a paragraph the skills and competencies needed by child care employees.[B]
	Discuss with students responsibilities associated with child development entry-level jobs. Summarize the personal characteristics desirable for these jobs. (Consider fondness of children, physical and emotional health, moral standards, competence, dependability, punctuality, productive work habits, high standards for quality of work, creativity, sensitivity to the feelings of others, enjoyment of teaching, patience, self control, communications and interpersonal relationships skills, and positive attitude toward children and life.) KEY QUESTIONS: Which of these personal characteristics are similar to those desirable for any employee? Which are somewhat unique to working with children? Which are an absolute must for persons

[C] = Common Essential Element
[B] = Basic Skill Reinforcement

employed in child care? Why is responsibility important for employability? How may you develop responsibility within yourself?

Students may be asked to interview an employer in a child care facility and determine characteristics the employer desires in employees. Ask students in class to analyze their own characteristics to determine which of the desired characteristics they possess. KEY QUESTION: How can one attain desirable characteristics for child care employment?

Invite a panel of teachers, both men and women, who use day care to present a discussion on: personal qualities they look for in caregivers, qualities their children like in a caregiver in child care, caregiver characteristics they find bothersome, and activities their children enjoy in day care. Guide students in preparing questions in advance of the panel.

Ask students to write a description of the last interaction they had with a young child. Have them describe in detail what happened and how they felt. Then write how they think the child might have felt. Considering what happened and how they felt when interacting with a young child, ask them to predict and write about their success in a career in which they would interact with young children.[B]

Ask students to prepare a letter of application for a fictitious job or career related to children. Have students work with a partner to interview each other for the chosen job. Then, have them write an interview follow-up letter. KEY QUESTION: What personal characteristics would an interviewer look for when interviewing for a job related to children?[B] [C]

Ask students to role play a situation depicting a child care employee who has little knowledge of child development. Next, do an instant replay of the same situation showing a child care employee who has a background in child development. Situations: two-year-old is a messy eater; one-year-old wants to play alone; two children want the same toy. KEY QUESTIONS: What actions of the "employee" represented "natural" or common but inappropriate child care behaviors? appropriate and probably "learned" techniques?

Make a diagram showing how education, training, and advancement in child care occupations are related. Discuss with class.[C]

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Prepare a set of index cards with a different child care career written on each card. Have students draw a card and prepare a report containing a basic description of the career, the education or training required, and local or regional site for obtaining the training/education. To obtain the information, students may interview personnel in child care related occupations or consult college and vocational school catalogs. NOTE: Make information available. Prepare a class list of regional or area education and training programs for child care careers. KEY QUESTIONS: How do the requirements for the various child care careers differ? Why is it important to meet these requirements before applying for the job?[C] [B]
	Assign students to obtain information about the Child Development Associate (CDA) program. KEY QUESTIONS: What competencies are developed in this program? Where can you obtain CDA training?[C]
	Ask students to propose ways they could get experience in working with children before they get a full-time job. Have them consider providing child care, volunteer work, working with children's clubs, working with summer recreational or arts and crafts programs, working in a church nursery, working in a part-time job.
	As an FHA/HERO or class project have students compile a list of volunteer opportunities in the community for working with children. Have students include contact persons' names and phone numbers. Post on the bulletin board or ask permission to run a Volunteer Opportunities column in the school newspaper.
B. Management of dual roles	Assign students to interview different types of working parents such as dual career, single parents, parents with one child, parents with two or more children in day care, and older or younger parents to identify the kinds of support they need from the child care center or staff. Guide them in developing an appropriate interview form in class based on student reports. Summarize findings.[B]
	Invite directors of different child care centers to serve on a panel to specifically discuss the services offered for working parents at their centers and approaches to helping parents set goals and solve problems related to their children. Ask the directors to describe some of the conflicts experienced between caregivers and working parents and some of the ways they have found to deal with the conflicts.

[C] = Common Essential Element
[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Using examples of common problems caregivers and working parents have with each other, have students practice a variety of problem-solving and communication techniques. Positive communication skills should be emphasized and explored. Have students develop guidelines for 1) parents to work successfully with child care center staff and 2) child care center staff relating to working parents. The lists may be prepared into a simple leaflet and presented to community child care centers.[B] [C]
	Have students read and complete Activity D-1 on Stress Signals in *Home and Career* , pp. 47-48, from the Texas Tech University Home Economics Curriculum Center, Lubbock, Texas. KEY QUESTIONS: How can stress result from dual-roles? How might stress reactions interfere with effective parenting? How can training in child development enable parents to better manage or lessen stress resulting from dual roles?
	Divide students into groups to role-play daily stress situations and their resolution in the homes of working parents. (Examples: departure time, dinner time, sick child, bedtime, unexpected company) Lead class in an analysis of the appropriateness of the resolution portrayed. KEY QUESTION: What are other possible resolutions and probable outcomes?
	As a special assignment, invite students to attend parent meetings and/or staff training sessions at various child care centers. Have students note topics discussed and how communications were handled. Follow up by providing time in class for students to share their reactions to the experiences. KEY QUESTION: How can good parent/child care center communications contribute to the successful management of dual roles?
C. Demands and rewards of child care careers	Ask students to brainstorm to develop a definition of *personal satisfaction.* Ask students to describe a situation which left them with a feeling of personal satisfaction. KEY QUESTIONS: To what did they attribute this feeling of satisfaction? What effect did this feeling of satisfaction have upon their outlook on life? Interpret the importance of personal satisfaction in job selection.
	Have students make a list of advantages and disadvantages of jobs in child care. KEY QUESTIONS: Did your list of advantages and disadvantages include the desire to help others? pleasure in working with children? informal setting? challenges? children's love? Did your list of disadvantages include society's low regard for child care jobs? low pay? long or irregular hours? Discuss the

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

implications of the above characteristics and the fact that a given job in child care may or may not have each characteristic listed.

Develop a bulletin board showing ways children express their appreciation to a teacher or caregiver. Use pictures of a child or items which show a child's appreciation of the teacher. Point out personal satisfactions that may be received in child development-related occupations, such as loving relationships and contributing to the growth, happiness, and well being of another.

Divide students into groups. Have them recall incidents with children which were pleasant and unpleasant. KEY QUESTIONS: What was your role in the situations you shared? What did you learn that could be incorporated into your future work or relationships with children?

Guide the class in listing the advantages and disadvantages of employment in child care when a person has an infant or a young child of their own. CRITICAL QUESTIONS: Is having your own child in a day care center where you work a help or hindrance? Why? What guidelines would promote a positive situation?

D. Money management

Have students determine an average salary for entry level, mid-management, and management positions in careers related to child development. After determining the average salaries, have students work in groups to develop profiles of different sizes of families and develop a budget at each salary level for a family. KEY QUESTIONS: How adequate is the income for the family described? Will it be adequate for a single income family? What base standard of living could a family expect? Would it be adequate for a permanent situation or strictly transitional?

Lead a class discussion about budgeting and other methods of reducing costs involved in employment. Examples of reducing costs include the following:

1) Use public transportation rather than owning a personal vehicle or paying for parking at work.
2) Work at a company that provides uniforms.
3) Work at a company that provides discounts.
4) Work at a location close to home.
5) Work for an employer that provides child care.

KEY QUESTIONS: How do these techniques relate to the quote "A penny saved is a penny earned?" How could one's net earnings reflect, in effect, increasingly good budgeting and money management practices?

Invite a company personnel manager, utilize a company's employee orientation materials, or have students study selected references to determine types, definitions and characteristics of

TEACHING AID SECTION

PROS AND CONS OF HAVING A BABY

AGE	PROS	CONS
Less than 18		
18 to 22		
23 to 29		
30 to 40		
Over 40		

Case Studies on Potential Parents

Case I

John and Betty

John is a businessman who is pleased about the idea of being a parent, but he does not see himself as the actual caregiver. Betty is a journalist who has been working since college. Betty is also pleased with the thought of being a parent, but she is anxious about working. She is still not sure what she wants to do. Financially they are in the middle income area and could "make it" without her salary. Betty fears being trapped at home, and does not want to lose contact with her profession. How is an infant going to change John's lifestyle? Betty's lifestyle? What could they do together to fill each other's needs as well as the baby's?

Case II

Mark and Lisa

Mark and Lisa have planned their baby well. Both have been participating in childbirth preparation classes and are enthusiastic about their parenthood. Mark works a daytime shift at a nearby plant and Lisa has cut down to part-time work at a department store evenings and on Saturdays. They both plan to share in the care of the child so they can continue their work schedule. What changes do they face and what problems do you think they will encounter when the infant arrives?

Case III

Mary and Harold

Harold runs a gas station and Mary has been a secretary since she finished business college. Mary plans to quit work when the baby arrives. She is looking forward to having a baby and being home more, but she also is afraid she'll miss being out working with people. Harold's business is growing, and he is spending longer hours trying to get it organized. Mary is worried about Harold's work load and would like to do something to help. He hopes things will not be so hectic by the time the baby comes. How will the infant change their lifestyle? How will it change Harold's lifestyle? How will it change Mary's lifestyle? What do you think they could do together to fill each other's needs and the infant's needs?

WHAT DOES A NEW BABY COST?

Instructions: Categorize possible expenses of a couple with a new baby.

KIND OF EXPENSES

Medical	Furnishings/Housing	Clothing	Food	Supplies

Immunization for Children

Age	Immunization
2 months	Diphtheria, Tetanus, Pertussis (DTP) (1st) and Oral Polio (1st)
4 months	DTP (2nd) and Oral Polio (2nd)
6 months	DTP (3rd) and Oral Polio (3rd)
12 months	Tuberculin test
15 months	Measles, Mumps, and Rubella (MMR)
18 months	DTP (booster) and Oral Polio (booster)
*18-24 months	Hib (HbPV) vaccine (meningitis)
4-6 years	DTP (booster) and Oral Polio (booster)
After 4-6 years	Tetanus-Diphtheria booster (every 10 years)

*Usually recommended for children in high risk settings such as enrollment in child care.

Puzzling Health Situation

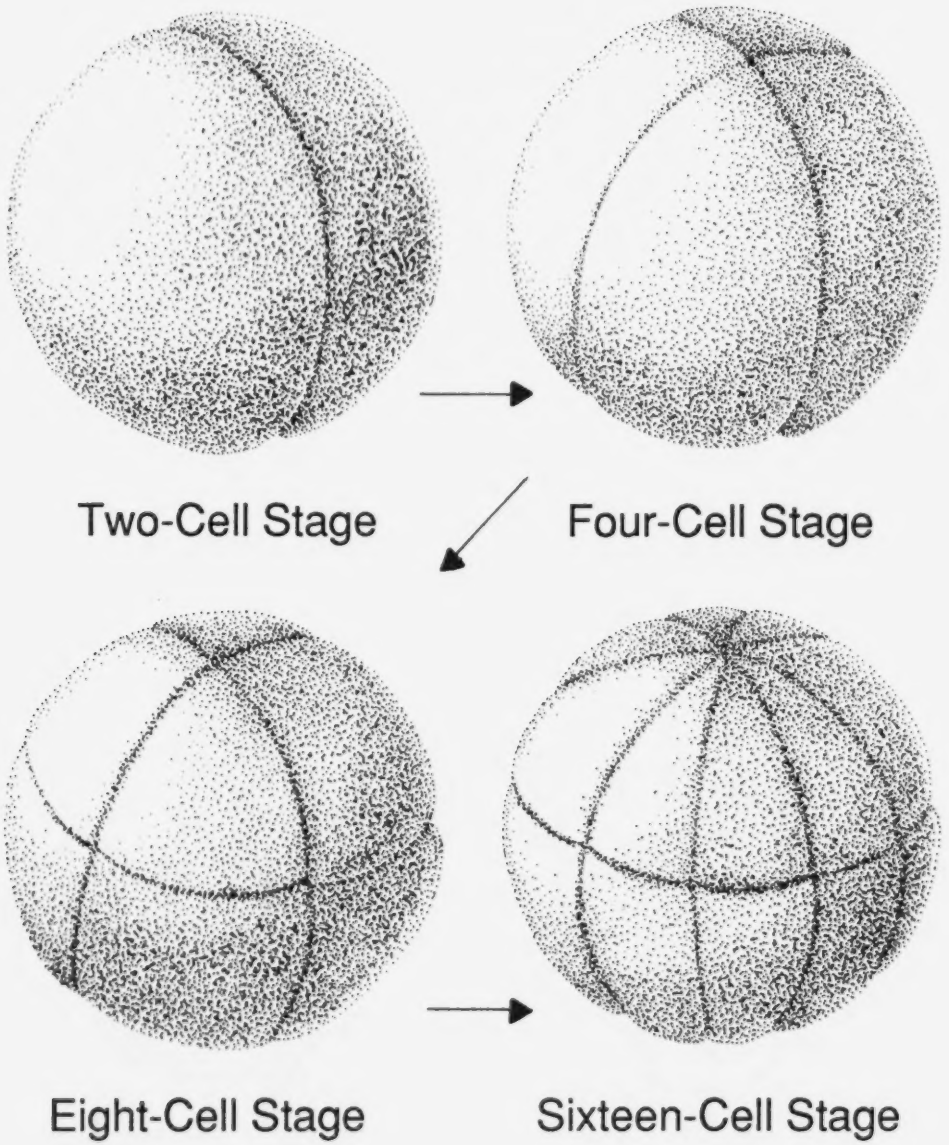
Teacher Information

Possible problems (hypotheses) could include:

- allergies
- not enough rest
- reluctant to return to school
- unsanitary feeding conditions
- child abuse

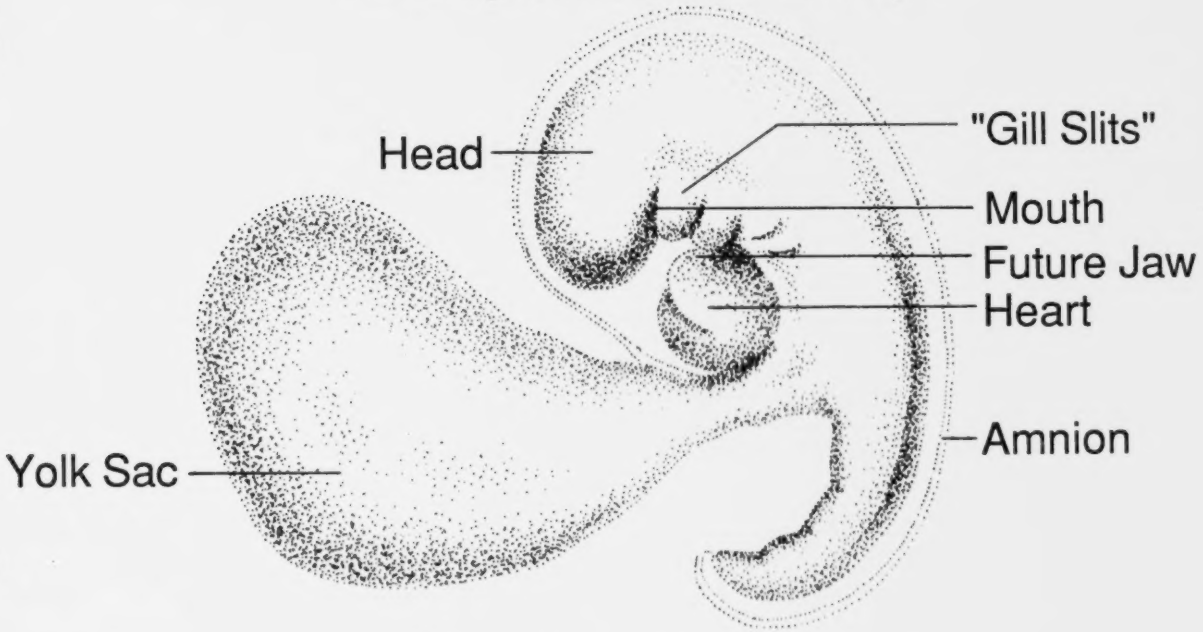
STAGES OF PRENATAL DEVELOPMENT

Division of the Fertilized Egg (ovum)

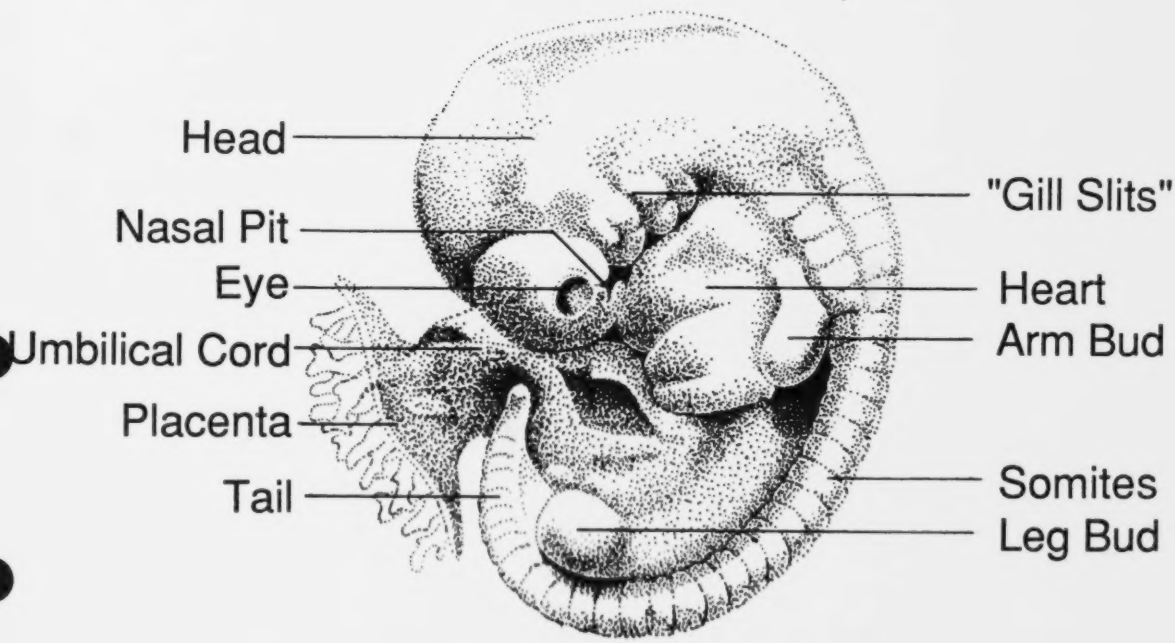


STAGES OF PRENATAL DEVELOPMENT

Development of the Embryo



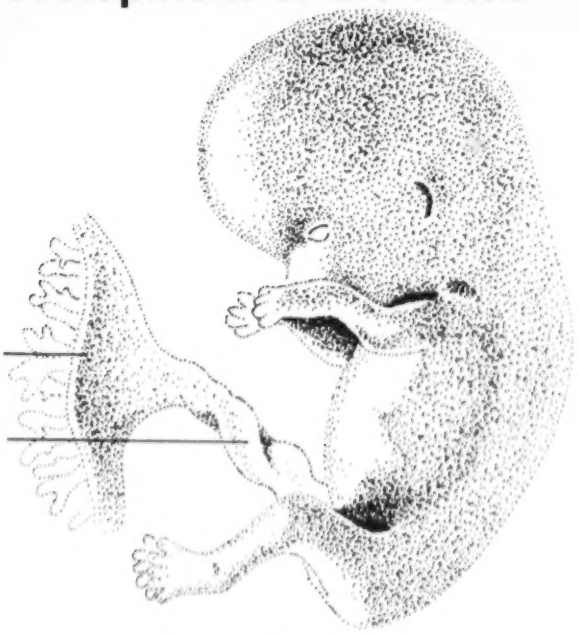
Twenty-Five Days After Fertilization



End of First Lunar Month

STAGES OF PRENATAL DEVELOPMENT

Development of the Fetus



Nine Weeks

At Birth

MONTHLY PRENATAL DEVELOPMENT

1 Month	Embryo about 1/4" long. Internal organs form. Heart begins to beat.
3 Months	Fetus about 2 1/2" long. Sex can be distinguished. Hands, feet, fingers, toes, and teeth form.
5 Months	Fetus about 8" long. Mother's pregnancy shows, and fetus can be felt moving.
7 Months	Fetus covered with lanugo hair and vernix covering. Fetus gains length and weight.
8 Months	Cartilage and bones develop. Nervous system growing rapidly.
9 Months	Fetus is fully developed and assumes birth position.

WHEN WILL THE BABY BE BORN?

First Day of Last Normal Menstrual Period

Minus Three Months

Plus Seven Days

Approximate Birth Date*

***About ten lunar months, nine calendar months, 40 weeks, or 280 days from the first day of the last menstrual period**

PRENATAL CARE: SIGNS OF PREGNANCY

Absence of Menstruation

Fullness of Breasts

Nipple Secretion

Positive Pregnancy Test

Nausea and Vomiting

Changes in Appetite

Excessive Need for Sleep

Frequent Urination

Quickening

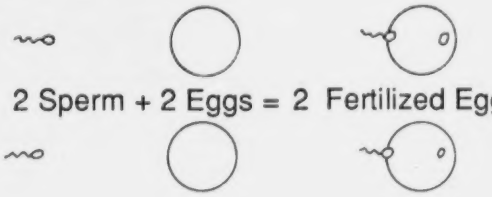
Abdominal Changes

Changes in Vagina and Cervix

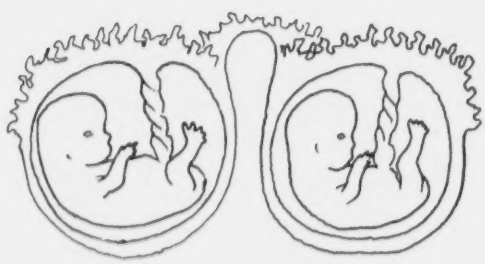
Fetal Heart Beat

TWINS

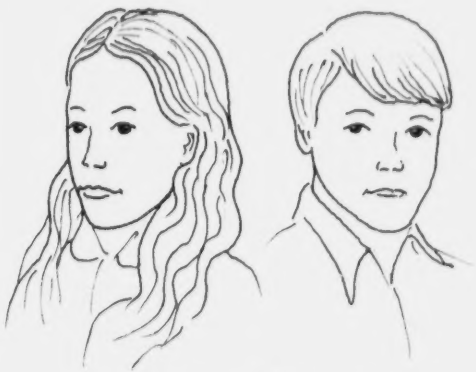
FRATERNAL TWINS



2 Sperm + 2 Eggs = 2 Fertilized Eggs

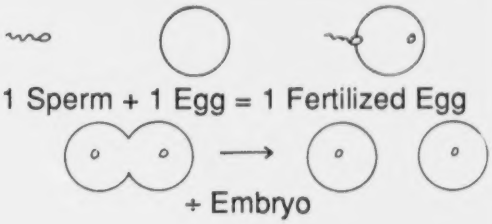


Separate Placentas and
Separate Fetal Sacs



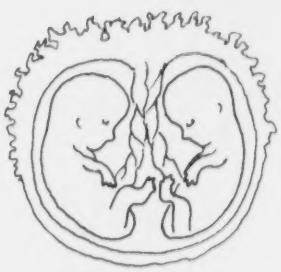
Same Sex or Opposite Sex

IDENTICAL TWINS

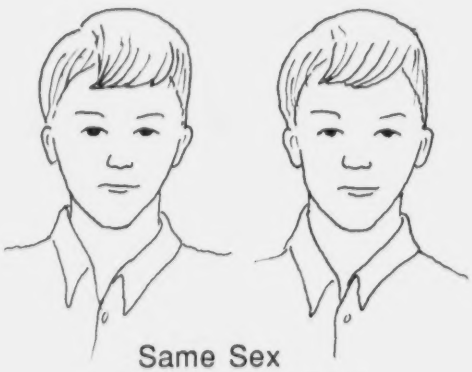


1 Sperm + 1 Egg = 1 Fertilized Egg

+ Embryo



Shared Placenta and Fetal Sac



Same Sex
Two Girls or Two Boys

CRITICAL INFLUENCES ON DEVELOPMENT

Age

Nutrition

Health

Health Care

X-Ray or Radium Exposure

Rh Factor

Drugs, Smoking, Alcohol

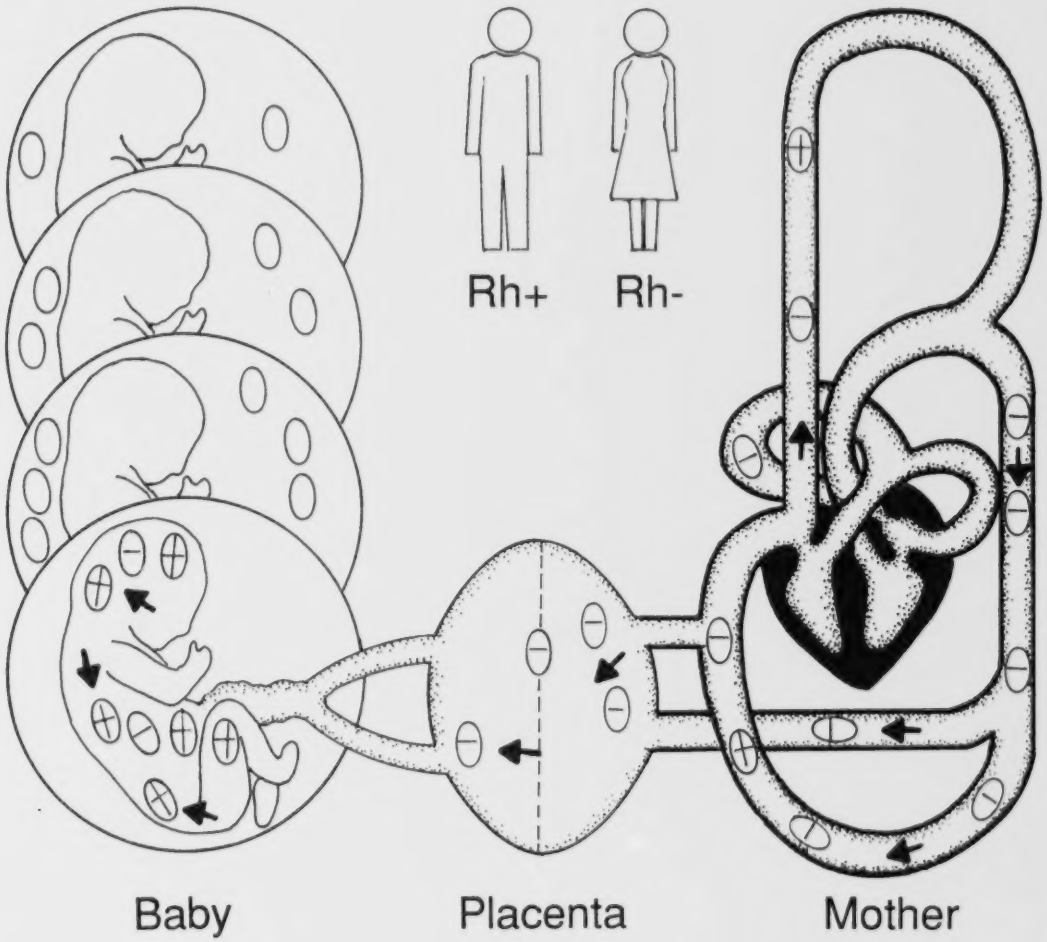
Infectious Diseases

Activities

Emotions

Multiple Births

Rh FACTOR
IN PREGNANCY



Antibodies increase with each pregnancy.

Ingredients of Prenatal Care

MEDICAL

Doctor's supervision of pregnancy

Prenatal and childbirth preparation
such as prepared childbirth courses

SPECIAL PERSONAL CARE DESIGNED FOR PREGNANCY

Exercise

Care of teeth

Sleep and rest

Nutrition and diet

Clothing

Bathing

Weight gain and loss

Care of breasts

Care of genitals

IS THIS LIFESTYLE HEALTHY FOR A MOTHER-TO-BE?

If you answer the following questions YES, your lifestyle would be healthy for a mother to be.

1. Do you eat regular well-balanced meals, including milk products?
2. Are you of normal weight, especially not thin or underweight?
3. Do you have regular sleep patterns, sleeping approximately eight hours a night?
4. Are you happy?
5. Do you get regular exercise, preferably daily?
6. Do you refrain from smoking and avoid situations where others are smoking?
7. Do you refrain from taking drugs, smoking, and drinking alcohol?
8. Are you physically mature (finished growing)?
9. Are you healthy?
10. Do you have caring, supportive family and friends?

DELIVERY

Lightening

Labor

Dilation Stage

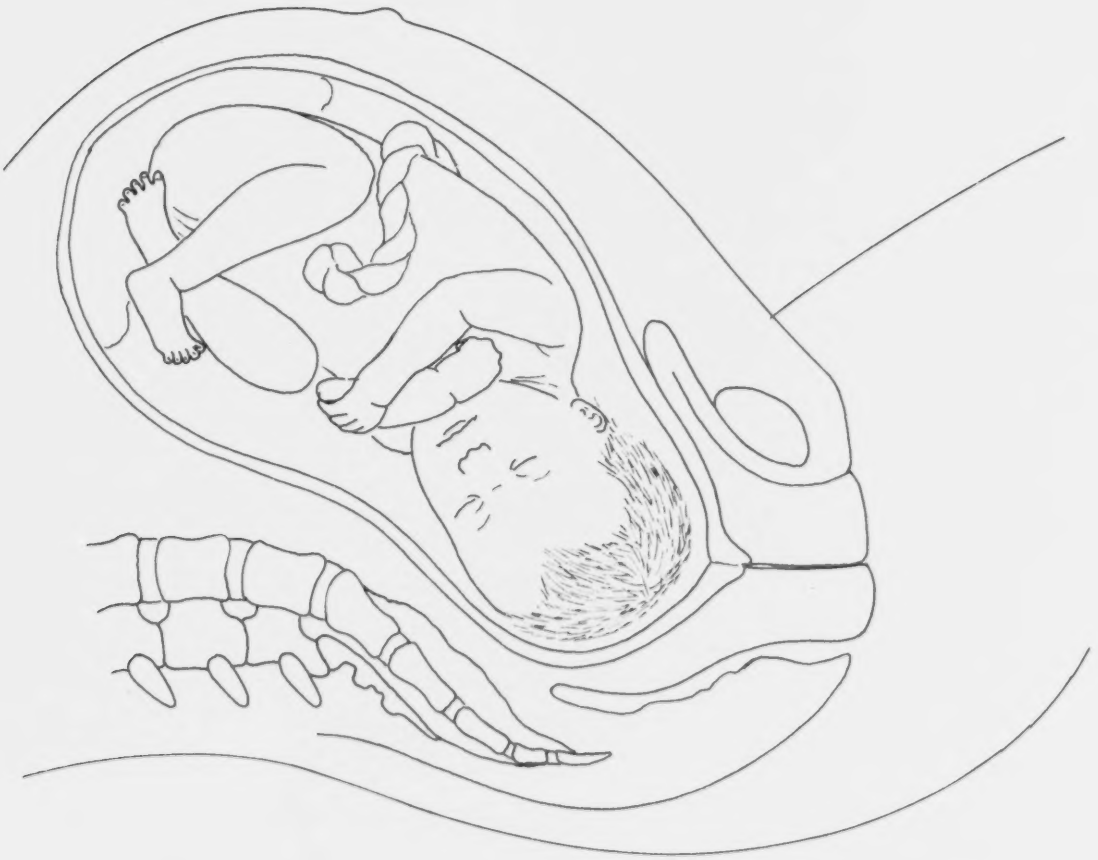
Expulsion Stage

Afterbirth Stage

Caesarean Section

THE BIRTH PROCESS

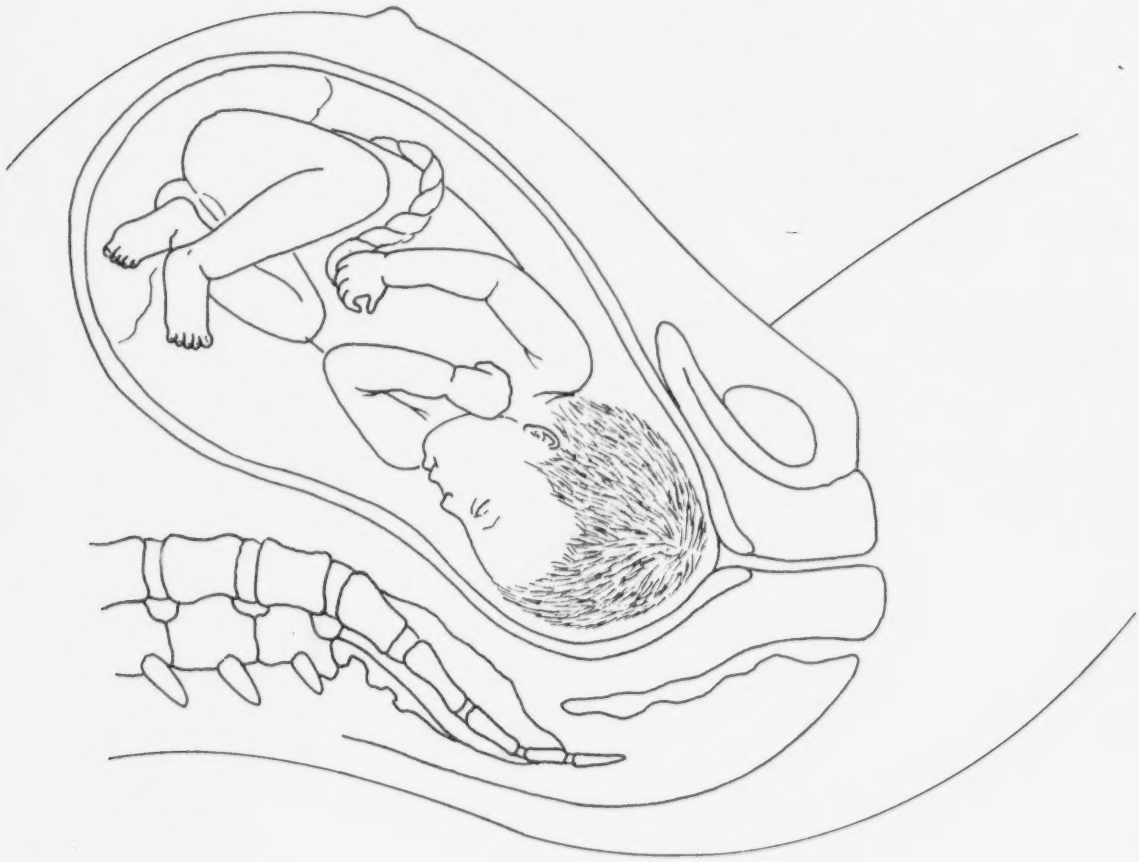
ENGAGEMENT, DESCENT, FLEXION



The first mechanisms of labor following engagement are descent and flexion.

THE BIRTH PROCESS

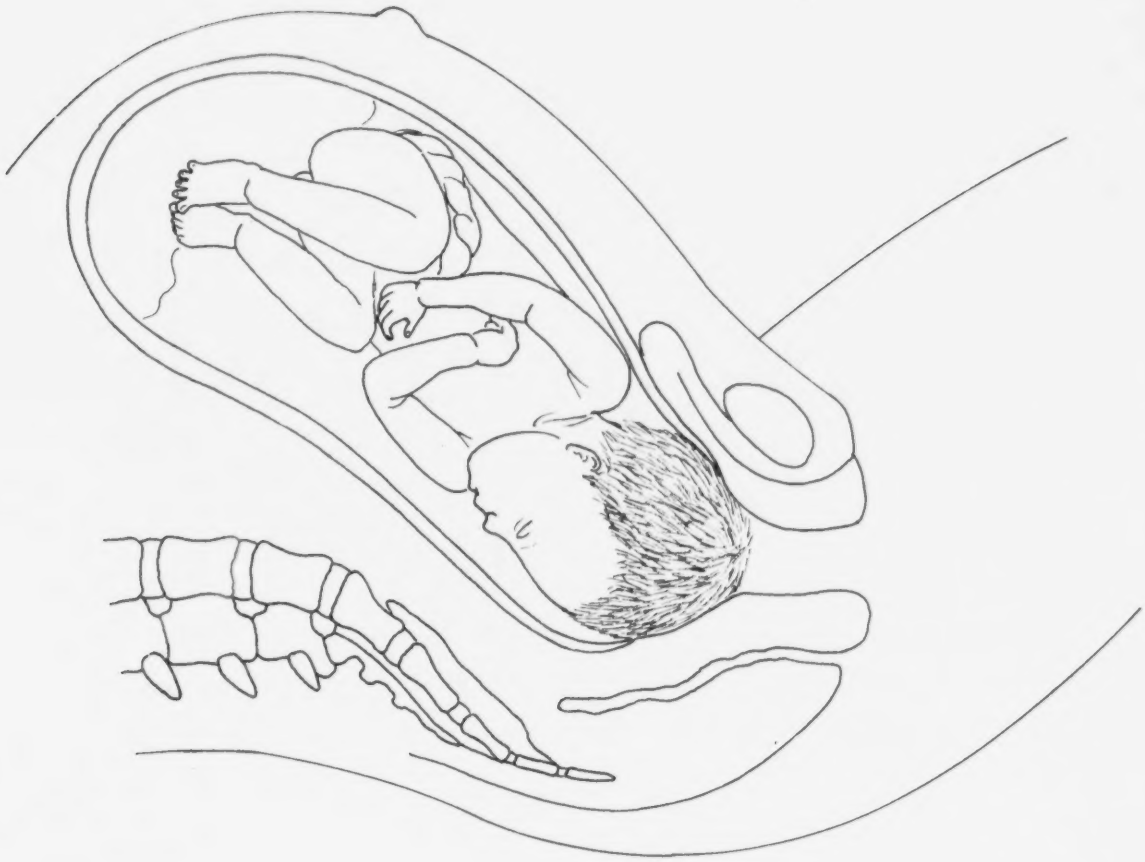
INTERNAL ROTATION



The next mechanism of labor is internal rotation.

THE BIRTH PROCESS

EXTENSION BEGINNING



The next mechanism of labor is extension.

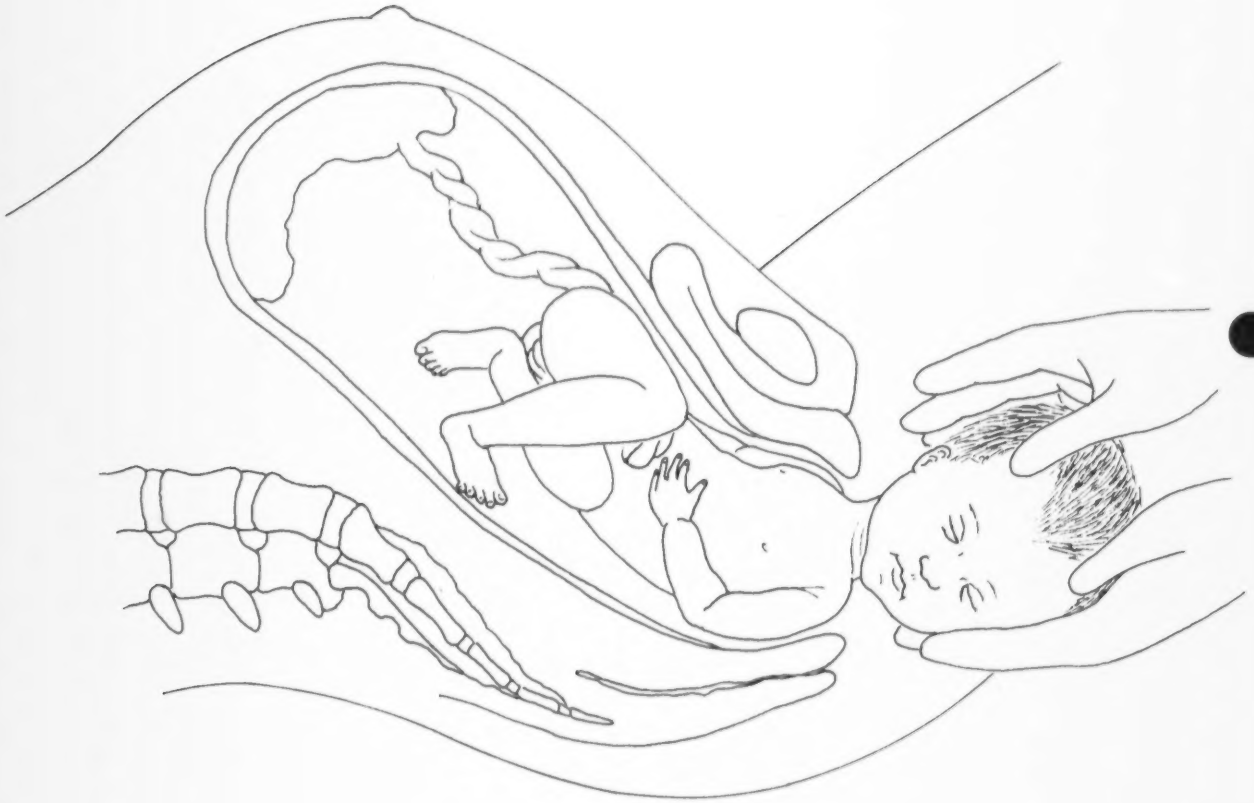
THE BIRTH PROCESS

EXTENSION COMPLETE

The head is delivered during extension.

THE BIRTH PROCESS

EXPULSION



The last mechanism of labor is external rotation and expulsion.

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Birth Options Summary Sheet

Birth Option	Characteristics	Possible Complications	Effects on Mother	Effects on Infant
Natural Childbirth				
Childbirth Drugs				
Caesarean Section				
Hospital Delivery				
Home Delivery				

Apgar Newborn Scoring System

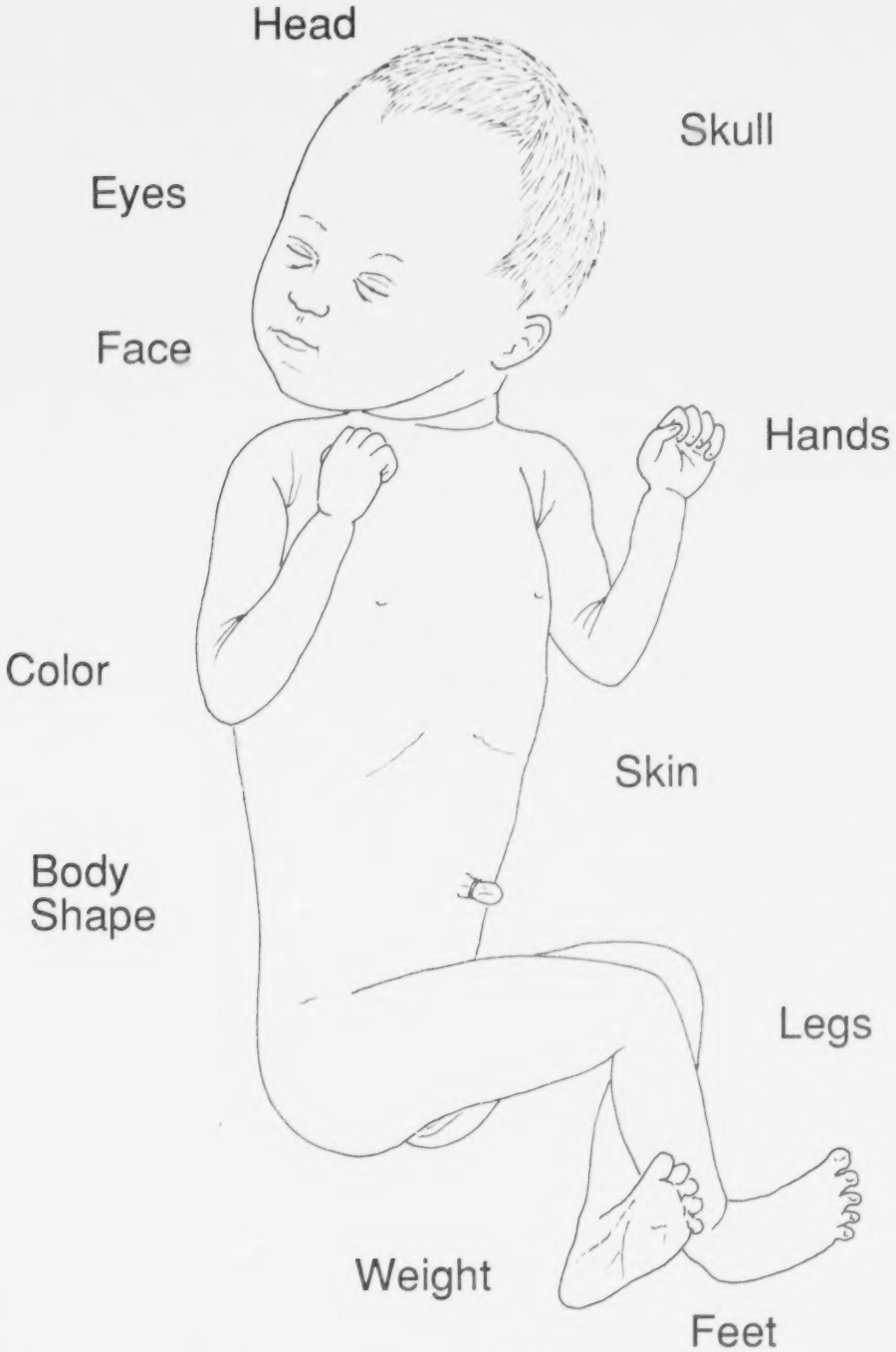
Sign	Score		
	0	1	2
Heart Rate	Not detectable	Below 100	Above 100
Respiratory Effort	Absent	Slow, irregular	Good, crying
Muscle Tone	Flaccid, limp	Some flexion of extremities	Active motion
Reflex Irritability	No response	Grimace[a]	Cough, sneeze
Color[b]	Blue, pale	Extremities blue, body pink	Completely pink

[a]When stimulated by suction in nose

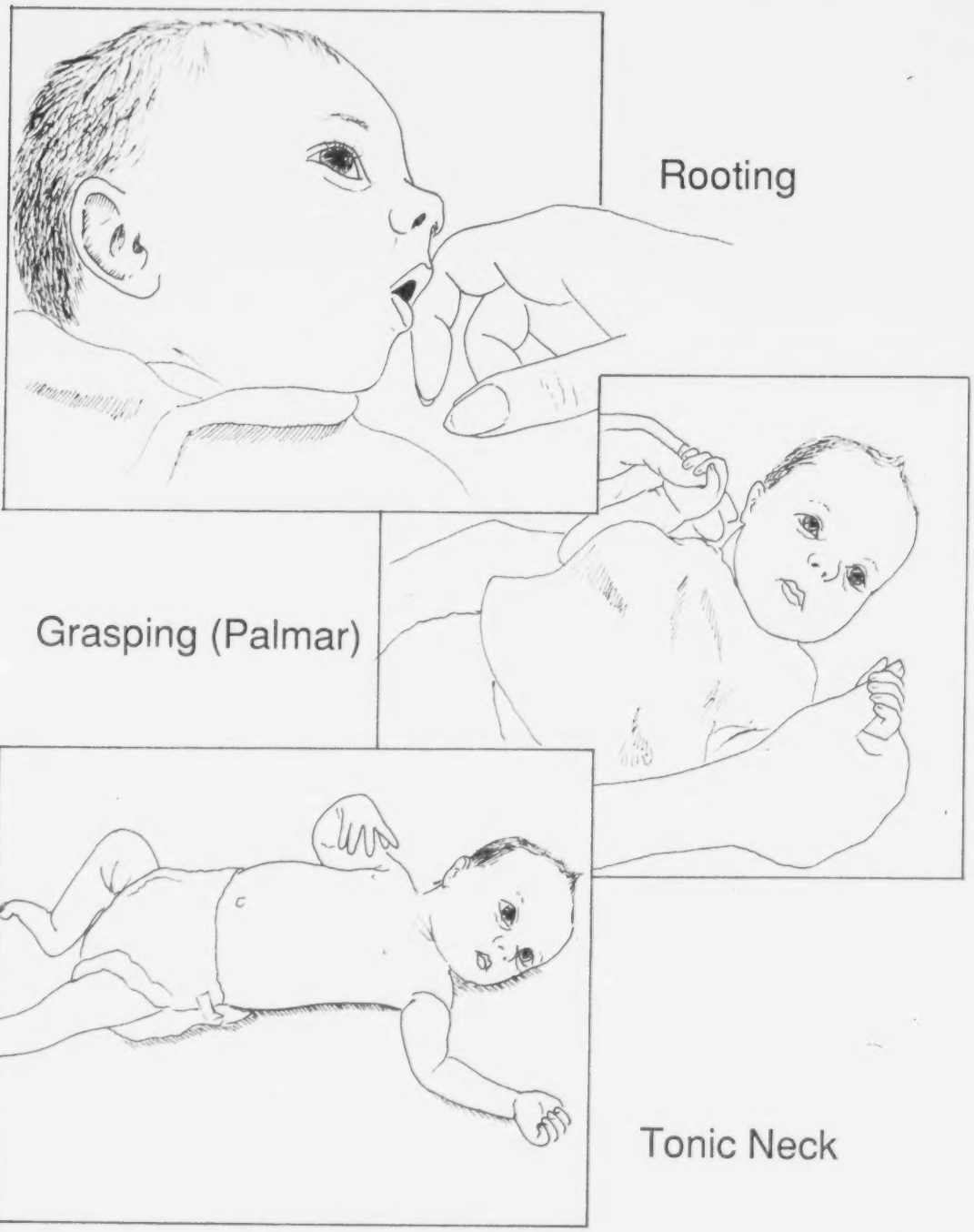
[b]If the natural skin color of the child is dark, other tests for color are applied.

Adapted from Apgar, V. Proposal for a new method of evaluating the newborn infant. *Anesthesia and Analgesia*, 1953, 32, 260-267.

CHARACTERISTICS OF THE NEWBORN



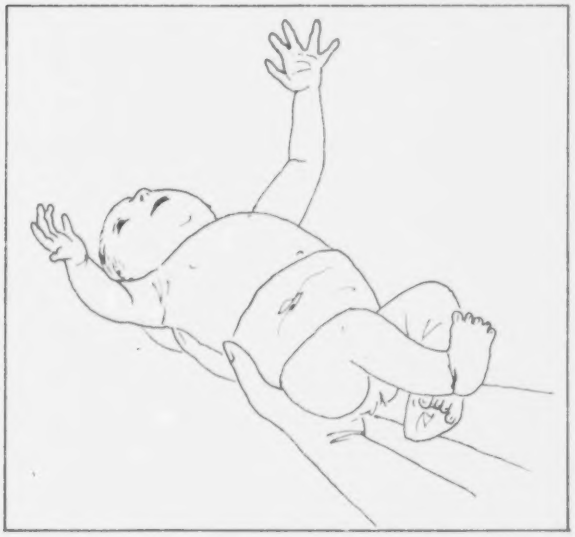
REFLEXES



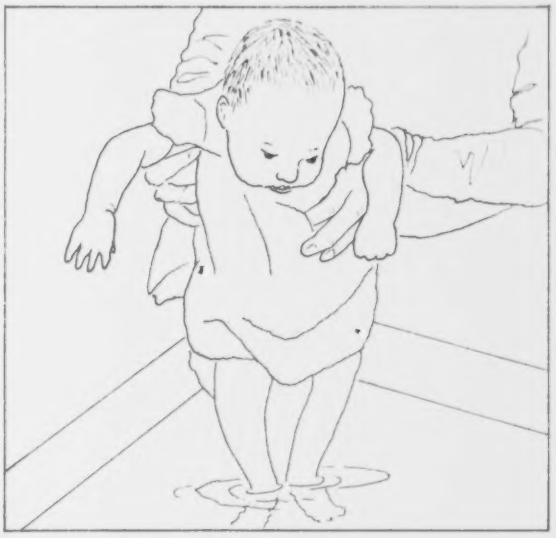
REFLEXES

Babinski

Sucking



Moro (Startle)



Stepping (Walking)

REFLEXES

Reflex	Stimulation	Response*
Rooting	Cheek stroked with finger or nipple	Head turns; mouth opens
Sucking	Finger or object in infant's mouth	Sucks using tongue and mouth
Moro (Startle)	Sudden stimulus, such as loud noise or being dropped	Extends legs, arms, and fingers; arches back; draws back head
Tonic neck	Head turned to one side	Extends arms and legs on that side; flexes opposite limbs
Babinski	Sole of foot stroked	Toes fan out; foot twists in
Grasping (Palmar)	Something placed in palm of hand	Makes tight grasp; will grasp tighter if object is pulled away
Stepping (Walking)	Held upright with feet touching flat surface	Appears to walk in coordinated way

* These behaviors cease a few months after birth.

PERCEPTUAL SKILLS OF THE NEWBORN

Seeing	The baby can focus both eyes on the same point; follow a moving object with the eyes; discriminate some colors.
Hearing	The baby can respond to various sounds, especially the human voice; makes discriminations among slightly different sounds.
Smelling	The baby reacts strongly to some smells, such as ammonia and anise (licorice).
Taste	The baby can tell the difference between salty and sweet tastes and prefers sweet tastes; tells the difference between sour and bitter.
Touch	The baby responds to touch over most of the body, especially on the hands and mouth.

NEWBORN OBSERVATION

Directions: Pick one infant (not one in deep sleep) and note the infant's states of sleep and wakefulness at 30 second intervals for a total of 10 minutes.

	Baby's State				
30-second interval	Deep Sleep	Active Sleep	Quiet Awake	Active Awake	Crying, Fussing
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

Basic Infant States:

deep sleep	eyes closed, regular breathing, no movement except occasional startles
active sleep	eyes closed, irregular breathing, small twitches, no gross body movement
quiet awake	eyes open, no major body movement, regular breathing
active awake	eyes open with movements of the head, limbs, and trunk; irregular breathing
crying & fussing	eyes may be partly or entirely closed, vigorous diffuse movement, with crying or fussing noise

MILK FOR THE INFANT
Breast Feeding

Advantages

- Natural immunities
- Convenient and time-saving
- Psychological benefit of close mother/infant relationship
- Mother's uterus returns to normal size more quickly

Disadvantages

- Mother's medication may be hazardous to infant
- Father unable to participate in feeding
- Special requirements for the mother's diet
- Disease organisms can be passed to infant

MILK FOR THE INFANT
Bottle Feeding

Advantages

- Provides father participation in feeding
- Returning to work will be more convenient
- Reduces strain on weak or ill mother

Disadvantages

- Sterilization procedures are time-consuming
- Expense of formula
- Greater likelihood of allergic response

BATHING A BABY

1. Wipe eyes.

2. Support head, back, and buttocks.

3. Support head and shoulders while washing.

4. Support while washing in any position.

BATHING A BABY

5. Lift baby out of tub.

6. Use bathseat if baby is active. Provide toys.

7. Use football hold while shampooing.

PREVENTING CHILDHOOD DISEASES

DISEASE	AGE AT FIRST SHOT	DOSAGE	BOOSTERS
Whooping cough Tetanus Diphtheria	6 weeks to 2 months	3 shots, given 1 month apart	At age 1, 3, and 6
Polio	6 weeks to 3 months	Taken orally (by mouth) 3 times, 4 to 6 weeks apart	At age 1; again before entering school
Smallpox	15 to 18 months	1 shot	Once every 3 to 5 years

Signs and Symptoms of Illness

General Behavior	Unusually quiet, irritable, drowsy, or restless
Appetite	Little desire for food
Fever	Rectal temperature of 38° C (101°F) or above
Vomiting	All or part of food vomited
Eyes	Red, irritated, sensitive to light
Color	Flushed or pale
Skin	Dry and hot, or unusual perspiration
Breathing	Labored, sneezing, coughing, hoarseness
Bowel movements	Change in color, consistency, odor, or number of stools
Pain	Screaming, head-rolling, ear-rubbing

Types of Infant Temperaments

EASY

- Regular in sleeping and eating cycles
- Usually happy
- Adjusts easily to change

DIFFICULT

- Slow to develop regular sleeping and eating cycles
- Cry more and are more irritable
- Respond vigorously (often negative) to new things

SLOW-TO-WARM-UP

- Passively resistant to change
- Few intense reactions

Erik Erikson's Theory of Psychosocial Development

TRUST VS. MISTRUST

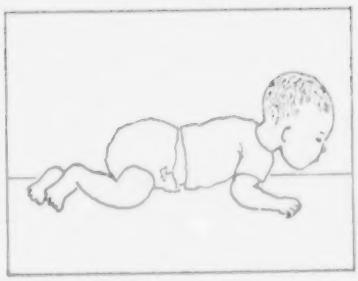
Birth To Two Years

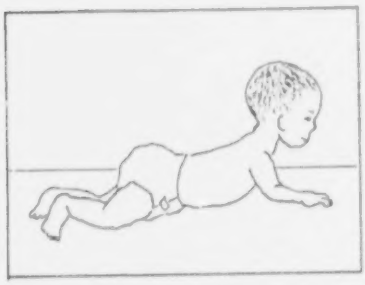
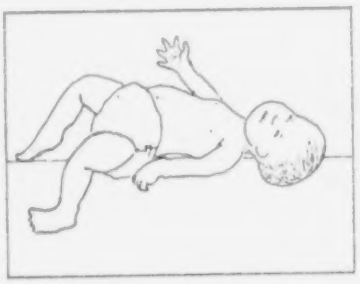
Consistency, continuity, and sameness lead to trust.

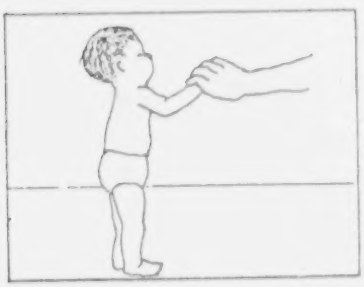
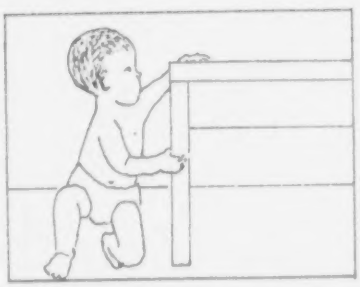
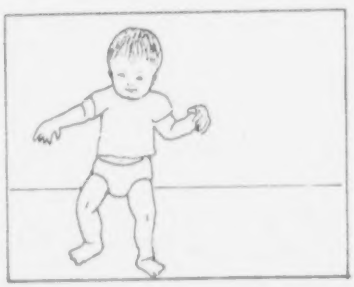
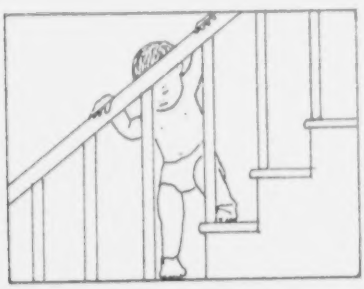
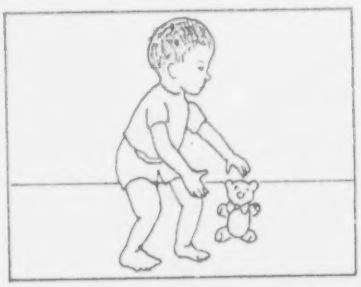
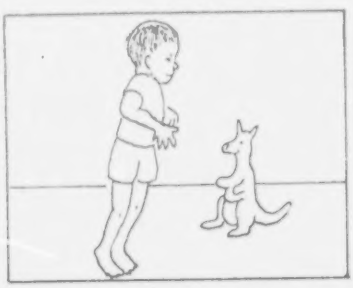
Inadequacy, inconsistency, or negativity may arouse mistrust.

Source: Modified from Erik H. Erikson, *Childhood and Society*, 2nd ed. (New York: W. W. Norton, 1963).

FROM NEWBORN TO TODDLER



QUESTIONS ON STAGES OF CHILD DEVELOPMENT

(1) According to Havighurst, the three factors influencing task development in children are:

a)_____

b)_____

c)_____

(2) Why are some children unable to accomplish tasks that are normal to their own age?

_____

_____

_____

(3) What are the advantages of knowing the child's age appropriateness in mastering developmental tasks?

_____

_____

_____

(4) What tasks are considered normal for children:

a) birth to six years _____

_____

b) six to twelve years _____

_____

(5) What factors can result if a child does not succeed in learning a task at an expected age?

_____

_____

_____

(6) What happens to a child when adults expect too much at too early of an age?

_____

_____

_____

FACTORS AFFECTING SIBLING RELATIONSHIPS

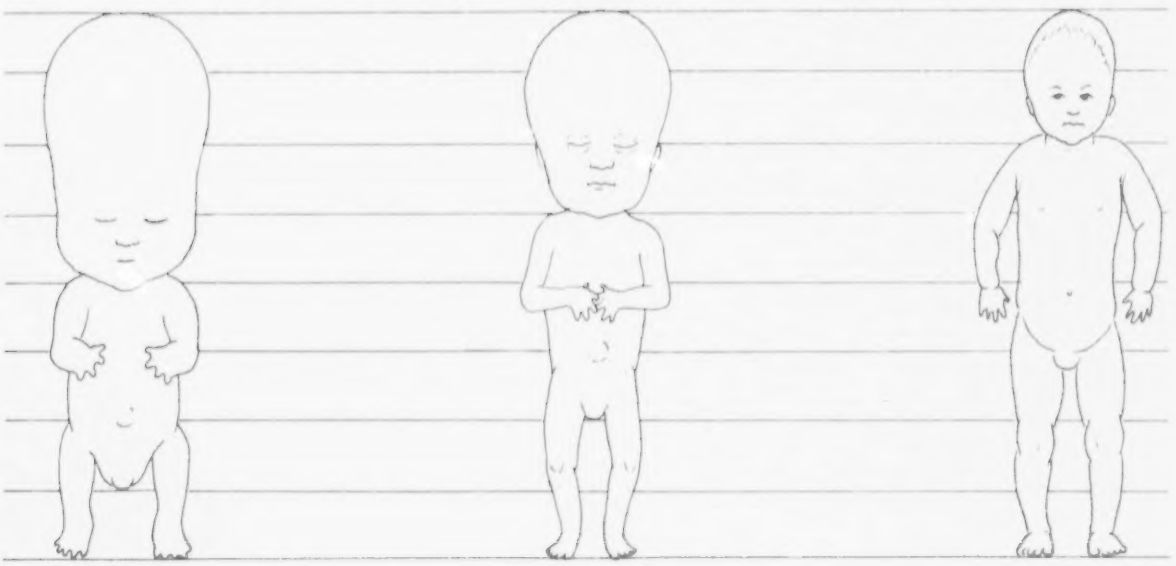
1. Ordinal Position
2. Sex

FACTORS AFFECTING SIBLING RELATIONSHIPS

3. Number of Children
4. Parental Attitudes Toward Children

BODY PROPORTIONS

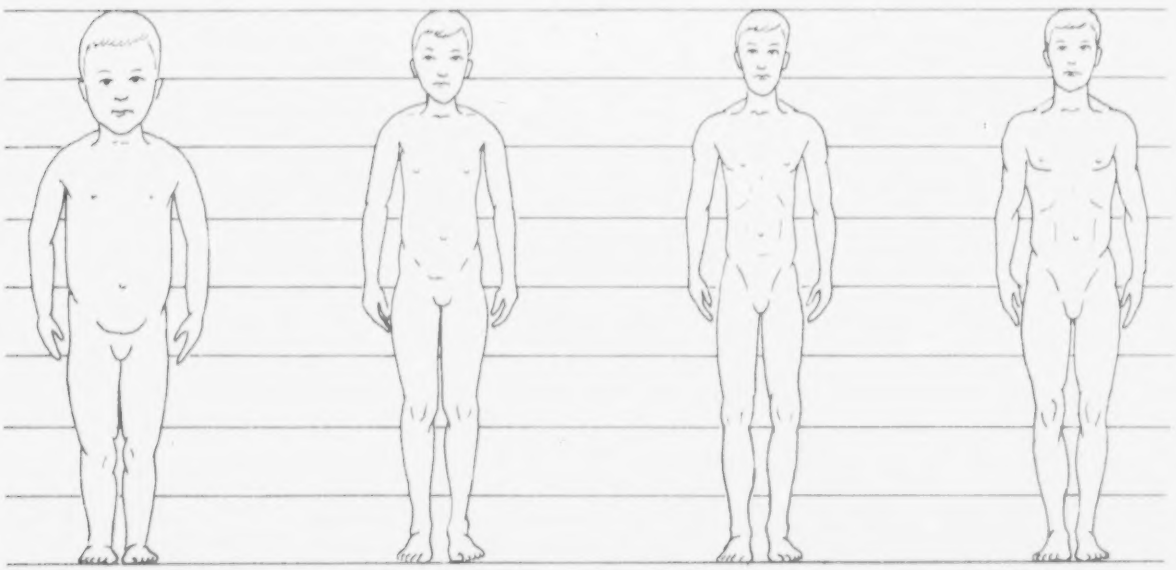
FROM INFANCY TO ADULTHOOD



2 months (fetus)

5 months (fetus)

At Birth



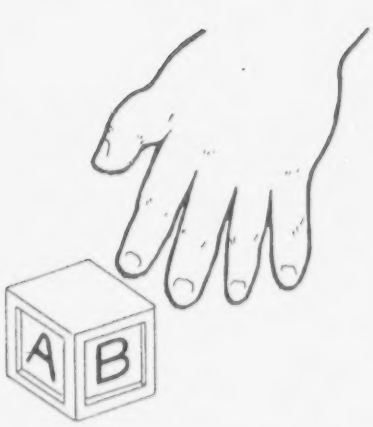
2 years

6 years

12 years

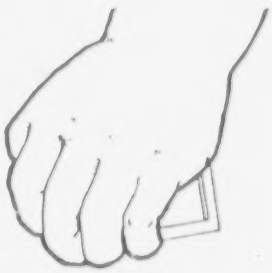
25 years

DEVELOPMENT OF FINE MOTOR SKILLS

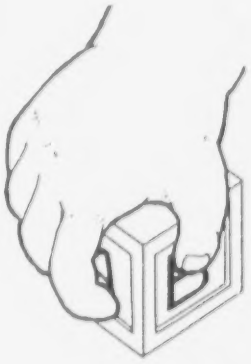


4 months

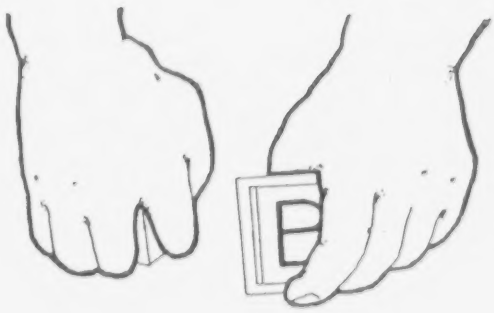
5 months



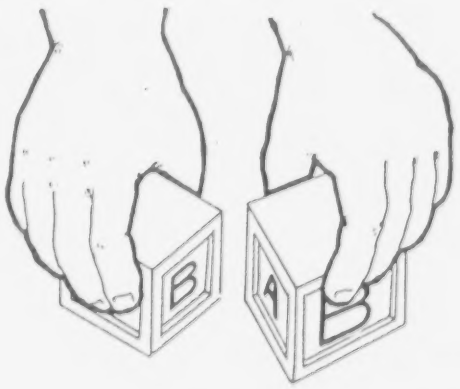
6 months



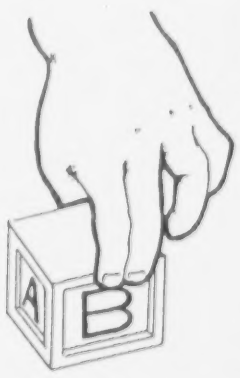
7 months



8 months



10 months



1 year

Physical and Motor Development

Childhood Posture and Leg Skills

	2 years	3	4	5	6
Posture		stands straight sits straight			
Walking	walks sideways and backwards, between parallel lines and on tiptoe; stands on one foot			can balance on narrow plank	walk in time to
Running		runs with few falls		plays running games	
Jumping		jumps from 12 in.	standing jump– 23-33 in.	jumps low obstacles	jumps rope

Source: Modified from Charles B. Corbin, *A Textbook of Motor Development*. (Dubuque, Wm. C. Brown, 1973).

Physical and Motor Development
Childhood Posture and Leg Skills

	2 years	3	4	5	6
Skipping/ Hopping		hops with two feet	skips to music		hops on one foot
Bicycling		rides tricycle			rides bicycle
Swimming	swims with legs	swims simple strokes		dives	
Skating				roller skates and ice skates on two runners	
Stair climbing	climbs on all fours	walks but holds on walks without holding on	uses legs alternately in walking		

Source: Modified from Charles B. Corbin, *A Textbook of Motor Development*. (Dubuque, Wm. C. Brown, 1973).

Physical and Motor Development
Childhood Hand Skills

	2 years	3	4	5	6
Writing		prints large letters		prints name and numbers 1-5	prints alphabet and numbers 1-20
Copying		copies vertical line & triangle		copies square	copies diamond
Throwing/ Catching		tries		is successful	
Block Building	copies a simple model	places blocks in rows or piles	builds tower without model	builds more difficult figures	
Playing		cutting, pasting, weaving, finger painting, scribbling		hammering, sawing, painting with brush, drawing, knitting, putting together simple puzzles	

Source: Modified from Charles B. Corbin, *A Textbook of Motor Development*. (Dubuque, Wm. C. Brown, 1973).

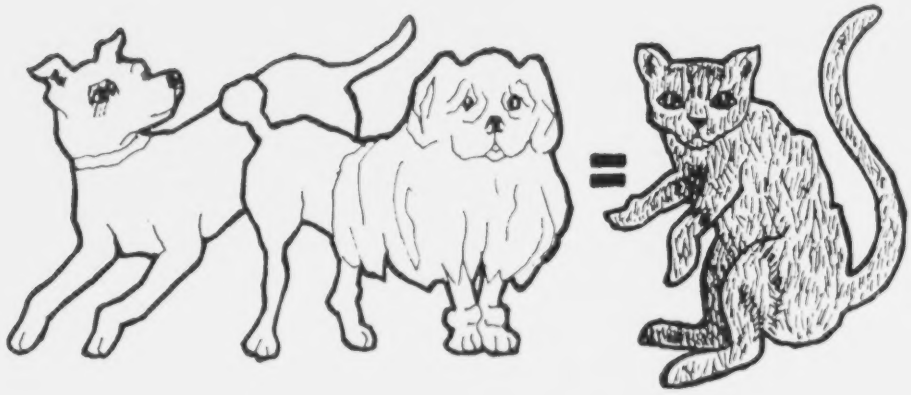
Physical and Motor Development

Childhood Hand Skills

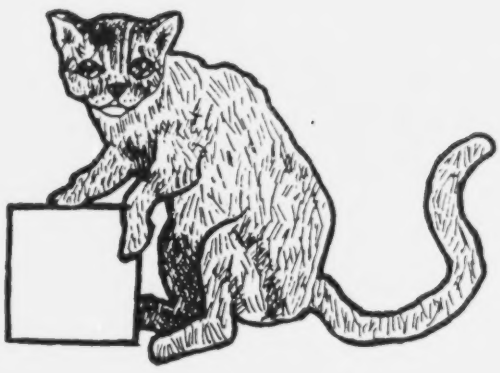
	2 years	3	4	5	6
Handedness	shifts hands		less shifting	predominantly right or left-handed	
Dressing	simple garments	manipulates simple fasteners– zippers and large buttons		dresses completely; ties shoes	
Grooming	brushes hair	brushes teeth		brushes and combs hair	
Bathing	washes front of body			shampoos hair; washes back and neck	
Feeding	uses fork and spoon	spreads with knife	cuts with knife	cuts meat with knife	

Source: Modified from Charles B. Corbin, *A Textbook of Motor Development*. (Dubuque, Wm. C. Brown, 1973).

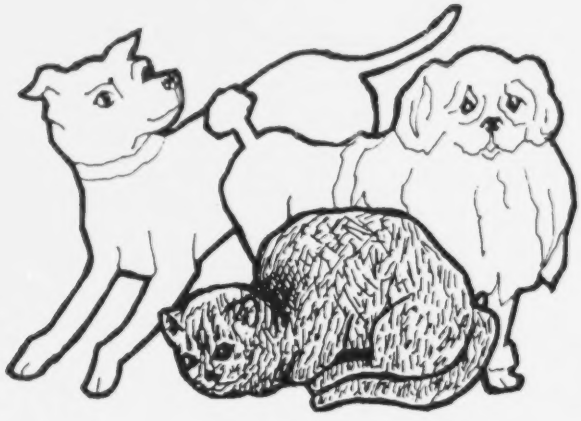
ACCOMMODATION



The child has a concept for "dog" which includes all animals with four legs.

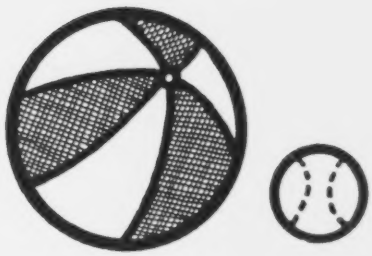


The child sees a cat for the first time and calls it a "dog." When the child realizes the cat doesn't fit "dog," the child may create a new category for "cat."



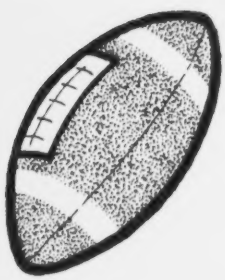
A better choice for the child would be to create a super-concept, or a broader category, which would include both the cat and the dog–such as "animal."

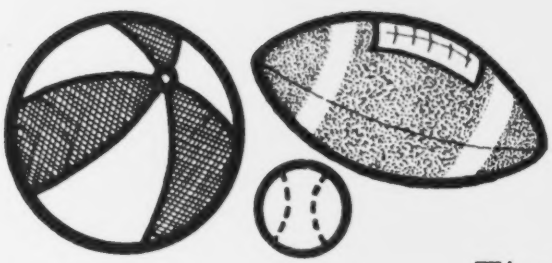
ASSIMILATION



Child has a concept for "ball," which fits all the balls the child has seen so far.

The child sees a football for the first time.





The football matches the "ball" concept, so the child adds it to the concept of "ball."

LANGUAGE DEVELOPMENT

AGE	ACTIVITIES
2 months	Expressive noises, repeated syllable sounds
4 months	Laughing, babbling, repeated syllable sounds
6 months	Distinguishes angry and friendly tones, baby talk, mimics adult sounds, recognizes own name
9 months	Associates "mama" and "dada" with parents, understands many words, uses expression in sounds but no distinguishable words, plays word games such as pat-a-cake
12 months	Understands more words than can be said, can say a couple of words clearly, hums music

Erik Erikson's Theory of Psychosocial Development

AUTONOMY VS. DOUBT

Two To Three Years

Opportunities to try out new skills at own pace and in own way lead to autonomy.

Overprotection or lack of support may lead to doubt about ability to control self or environment.

Source: Modified from Erik H. Erikson, *Childhood and Society*, 2nd ed. (New York: W. W. Norton, 1963).

Erik Erikson's Theory of Psychosocial Development

INITIATIVE VS. GUILT

Four To Five Years

Freedom to engage in activities and parent's patient answering of questions leads to initiative.

Restrictions on activities lead to guilt.

Parent's treatment of questions as a nuisance leads to guilt.

Source: Modified from Erik H. Erikson, *Childhood and Society*, 2nd ed. (New York: W. W. Norton, 1963).

Erik Erikson's Theory of Psychosocial Development

INDUSTRY VS. INFERIORITY

Six To Eleven Years

Being encouraged to create and practice new skills and tasks and being praised for accomplishments leads to industry.

Limitations on activities and criticism of what is done leads to inferiority.

Source: Modified from Erik H. Erikson, *Childhood and Society*, 2nd ed. (New York: W. W. Norton, 1963).

Erik Erikson's Theory of Psychosocial Development

IDENTITY VS. ROLE CONFUSION

Twelve To Eighteen Years

Recognition of continuity and sameness:

- in one's personality
- when in different situations
- when reacted to by different individuals

leads to identity.

Inability to establish self-stability:

- regarding sex roles
- occupational choice
- developing relationships

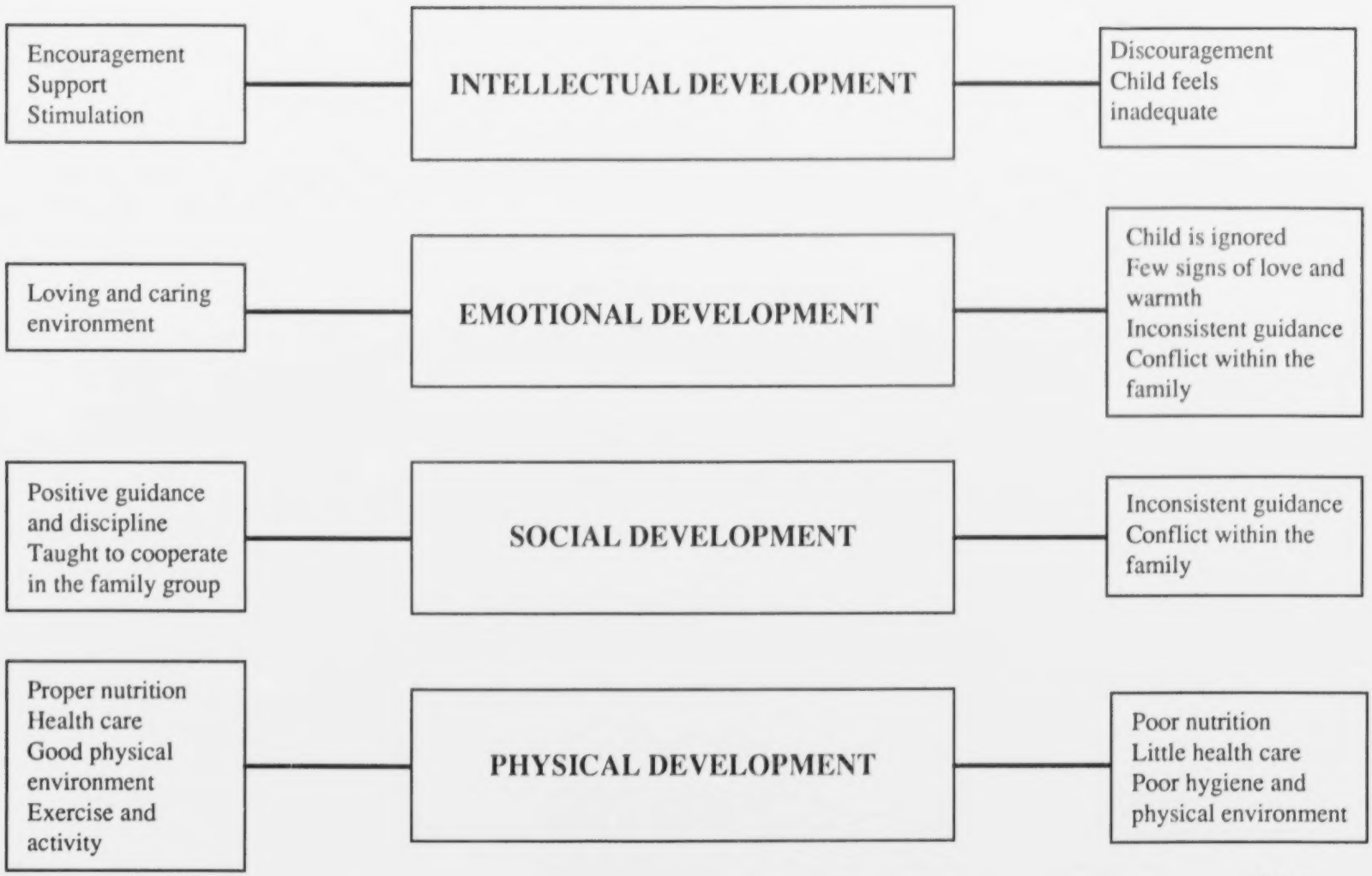
leads to role confusion.

Source: Modified from Erik H. Erikson, *Childhood and Society*, 2nd ed. (New York: W. W. Norton, 1963).

SOCIAL DEVELOPMENT DURING CHILDHOOD

	Infant	Preschool Child	School-age Child	Adolescent
NUMBER OF RELATIONSHIPS	Family, especially mother, child caregiver	Family, neighbors, playmates, child caregivers	Many companions, family, community contacts	Friends of own age group, wide range of acquaintances
TYPES OF INTERACTION	Solitude and interaction with one or two persons	Parallel play	Group games, active play	Boy/girl activities
ROLE OF OTHERS	Nurturing care (total dependence)	Supervision	Guidance	Encouragement in independence
CHILD'S RESPONSE	Receiving	Exchanging	Sharing	Accommodating

THE FAMILY MOLDS THE CHILD



CHARACTERISTICS OF CHILDREN'S EMOTIONS

Emotions are intense

Emotions appear frequently

Emotions are transitory

Responses reflect individuality

Emotions change in intensity

Emotions can be detected by behavior

PARENTING: SHOW LOVE AND AFFECTION BY...

- explaining
- touching
- hugging
- listening
- being honest
- being open
- being together
- trusting
- setting limits
- respecting
- fostering independence
- not judging
- encouraging
- returning feelings
- supporting
- empathizing
- teaching
- working together

DIFFICULTIES IN LEARNING
MORAL CONCEPTS

Changes in Social Value
Since the child's moral values reflect social values, the moral values must change if the social values change.

Variations with Difficult Situations
Subtle differences in moral values are difficult for a child to comprehend. If the child has been taught that it is right to share, it is hard to understand why sharing schoolwork is "cheating."

Conflict with Social Pressures
Concepts approved in one group may be regarded as inappropriate by another.

Intellectual Development
Lower Intelligence makes it difficult for the child to understand moral concepts.

Kind of Teaching
Adults often tell the child what is "wrong" rather than what is "right." Too much emphasis is placed on the negative.

Different Moral Codes
Children are confused when they learn that not everyone accepts a single moral code.

HOUSING NEEDS
OF THE CHILD

SPACE THAT

Provides privacy
Maintains safety
Is attractive
Considers child's activities
Provides for play and recreation
Fits family budget

ROOM WITH

Good ventilation
Windows with morning sun
Curtains
Floor covering
Closet

FURNITURE

Crib (up to three years)
Bed (after three years)
Chest with drawers
Table and chairs
Shelves and/or toy chest

AREA FOR

Sleeping
Bathing and changing
Eating
Play and interaction with people

CULTURALLY DEFINED SEX DIFFERENCES

Chatterbox
Sensitive
Tomboy
Fearful
Angel

Inept
Pushy
Nosey
Flirt

Articulate
Crybaby
Sissy
Normally Active
Cautious

Curious
Friendly
Untrained
Aggressive

THE CHILD'S SELF-CONCEPT IS INFLUENCED BY...

Family Influences

- attitudes
- treatment
- love
- affection
- discipline
- trust
- encouragement

Physical Influences

- sex
- body growth
- maturation rate

School Influences

- teacher attitudes
- school achievement
- relationship with classmates

Peer Influences

- group membership
- development of friends
- popularity

Societal Influences

- media
- cultures
- religions
- ethnic groups
- stereotypes

REINFORCEMENT AND SUPPORT OF CHILDREN'S SELF-ESTEEM

Positive Comments

"I like what you've made. Shall we set it here on the shelf for the other children to see?"

"Thank you for helping Patty. I'm glad I can count on you."

"You cleaned up nicely after you finished painting. Thank you."

"You did a good job leading Simon Says today; the other children had fun too."

Negative Comments

"Don't do that again! It's about time you learned the right way."

"Haven't I told you a dozen times not to run in front of that swing?"

"Everybody else has learned to tie their shoes. Why can't you?"

"You are the last one finished again."

Short-Term and Long-Term Guidance

Short-Term Guidance Allows The Child To....

- Deal with specific problems
- Deal with feelings
- Get along with other children
- Adjust to environment
- Accept consequences of behavior
- Avoid greater problems

Long-Term Guidance Allows The Child To....

- Develop responsibility
- Learn to live with others
- Cooperate
- Deal with feelings
- Be independent
- Learn to make decisions
- Develop self control

CHILDREN LEARN WHAT THEY LIVE

If a child lives with **criticism**,
He learns to **condemn**.
If a child lives with **hostility**,
He learns to **fight**.
If a child lives with **ridicule**,
He learns to be **shy**.
If a child lives with **shame**,
He learns to feel **guilty**.
If a child lives with **tolerance**,
He learns to be **patient**.
If a child lives with **encouragement**,
He learns **confidence**.
If a child lives with **praise**,
He learns to **appreciate**.
If a child lives with **fairness**,
He learns **justice**.
If a child lives with **security**,
He learns to have **faith**.
If a child lives with **approval**,
He learns to **like** himself.
If a child lives with **acceptance** and **friendship**,
He learns to find **love** in the world.

Source: Dorothy Law Nolte. Ross Growth and Development Program, A Service of Ross Laboratories, 1982.

CASE STUDIES ON DISCIPLINE

Case A: Suzy, age four, is in the park with her grandfather. She throws sand into the face of a playmate and is told by her grandfather to stop. She repeats the action. Suzy's grandfather removes her from the sandbox and takes her home.

Case B: Steve, age seven, takes a milk carton out of the refrigerator and drops it on the floor, spilling milk. Steve's mother slaps his hand saying, "Don't be so awkward!" Mother cleans the floor and pours Steve a glass of milk.

Repeat these case studies, changing the children's ages to seven for Suzy and five for Steve. Choose a spokesperson who will report to the class. Discuss with class how discipline, to be effective, is geared to a child's age and development is specific to a particular situation. KEY QUESTION: How does learning about children's growth and development aid in guiding young children?

GUIDANCE PRETEST

MULTIPLE CHOICE: Choose the best answer by circling the letter.

1. When babies cry at night, it is best to:
   a. let them "cry it out" so that they won't become "spoiled."
   b. let them sleep with you.
   c. find out what is wrong.

2. Four-year-old Sally begs her mother to leave a light on in her room. Her mother should:
   a. leave a small night light in the room.
   b. explain that she has to be brave.
   c. turn out the lights and let her cry.

3. Spanking:
   a. is an effective means of discipline.
   b. is a poor means of discipline.
   c. should be tried before other means of discipline.

4. Kevin, age four, needs a tonsillectomy. You should:
   a. tell him on the way to the hospital.
   b. tell him he's going to visit somebody in the hospital so that he won't make a fuss.
   c. tell him the day before the operation and explain in general what to expect.

5. Five-year-old Janet shouted at her teacher, "I'll kill you!" The teacher should:
   a. accept it calmly as a young child's way of expressing anger, then work toward a more acceptable expression.
   b. have a psychologist examine her.
   c. punish her by washing her mouth out with soap.

6. When a three-year-old child zips a jacket for the first time or builds a higher block building than ever before, you should:
   a. praise the child for what has been accomplished.
   b. praise the child only occasionally so the child won't get a "swelled head."
   c. show the child better, more grown-up ways to do things.

7. If a three-year-old child has definite food likes and dislikes, you should:
   a. insist the child eat one spoonful of everything.
   b. praise the child when he or she learns to eat a previously disliked food.
   c. allow the child to choose what is served at the table.

8. A two-year-old frequently bites other children. Should you:
   a. bite the child yourself to show how it feels,
   b. ignore the biting since it is probably a stage of development, or
   c. observe loosely so that you can physically prevent the child from biting and give approval and attention when the child's behavior is acceptable?

9. A four-year-old whines frequently when asked to help put away toys or wash for lunch. You should:
   a. ignore this behavior.
   b. tell the child that "big people" don't whine.
   c. make a specific plan for the child to encourage more mature behavior.

10. If you want to encourage the development of "self-discipline" in children, you should:
    a. be permissive.
    b. set limits on behavior.
    c. punish children for their behavior.

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GUIDANCE PRETEST KEY

1. c
2. a
3. b
4. c
5. a
6. a
7. b
8. c
9. c
10. b

Teacher Explanation:

1. Babies may cry at night to relieve tension or because something is really wrong. Some babies need help to relax, i.e. a few minutes of rocking, quiet singing, or a pat on the back. Crying babies tend to cry more frequently if not responded to regularly.

2. Fears are common in four-year-olds. Ignoring or minimizing the child's fears may make them worse. Leaving a night light on will reassure the child and will do no harm.

3. Spanking has not been found to be an effective means of shaping more positive behaviors or teaching a child self-discipline. By negatively reinforcing (spanking) undesirable behavior is temporarily deterred. However, physically aggressive behavior is being modeled to the child.

4. Hospitalization and surgery can be frightening to young children, especially if they are unprepared. Coping with hospitalization and unfamiliar medical procedures is easier if a child understands what is to take place, has had a chance to express concerns, and has had questions answered.

5. Verbal threats from angry children may be the result of loss of control and/or imitation of other's behavior. Children need the reassurance of an adult who is "in control," can listen calmly, and direct the child toward more acceptable means of expression.

6. Praising a child for a new accomplishment is a means of "positive reinforcement" which can motivate a child toward more independent behavior and continued achievement.

7. Three-year-old children resist certain foods because of food dislikes, or as a result of a child's need to assert independence in making choices. Insisting that a child eat a food he refuses may create more resistance in the child and set up a power struggle between child and adult. Providing nutritious, well-balanced meals and encouraging them through praise is a better approach.

8. Biting is a typical expression of frustration and aggression in toddlers. As biting is potentially dangerous, an adult would not want to model biting themselves or allow it to continue by ignoring it. In addition to rewarding more positive behavior, close attention should be given so that physical intervention and distraction may prevent negative expressions from developing into biting.

9. Punishing or degrading a child fails to address the need for the child to be more cooperative and demonstrate more mature behavior. A plan which includes consistent, clear expectations, and logical consequences reinforced, can lead gradually to more mature behavior.

10. Research has consistently shown that children with the most self-discipline have been guided in a loving, democratic style, which establishes firm limits on behavior, rather than a permissive or punitive (autocratic) style.

GUIDANCE METHODS WITH YOUNG CHILDREN

- Encourage the child
- Listen actively
- Mirror feelings
- Maintain a routine
- Use action, not words
- Take time to train
- Avoid criticism
- Recognize the child's positive behavior
- Avoid rewards and punishment
- Avoid competition between children
- Don't threaten the child
- Do not participate in a power struggle
- Talk <u>with</u> the child, not <u>at</u> the child
- Watch your tone of voice
- Use the "no-lose method" for solving conflicts

Direct and Indirect Methods of Guidance

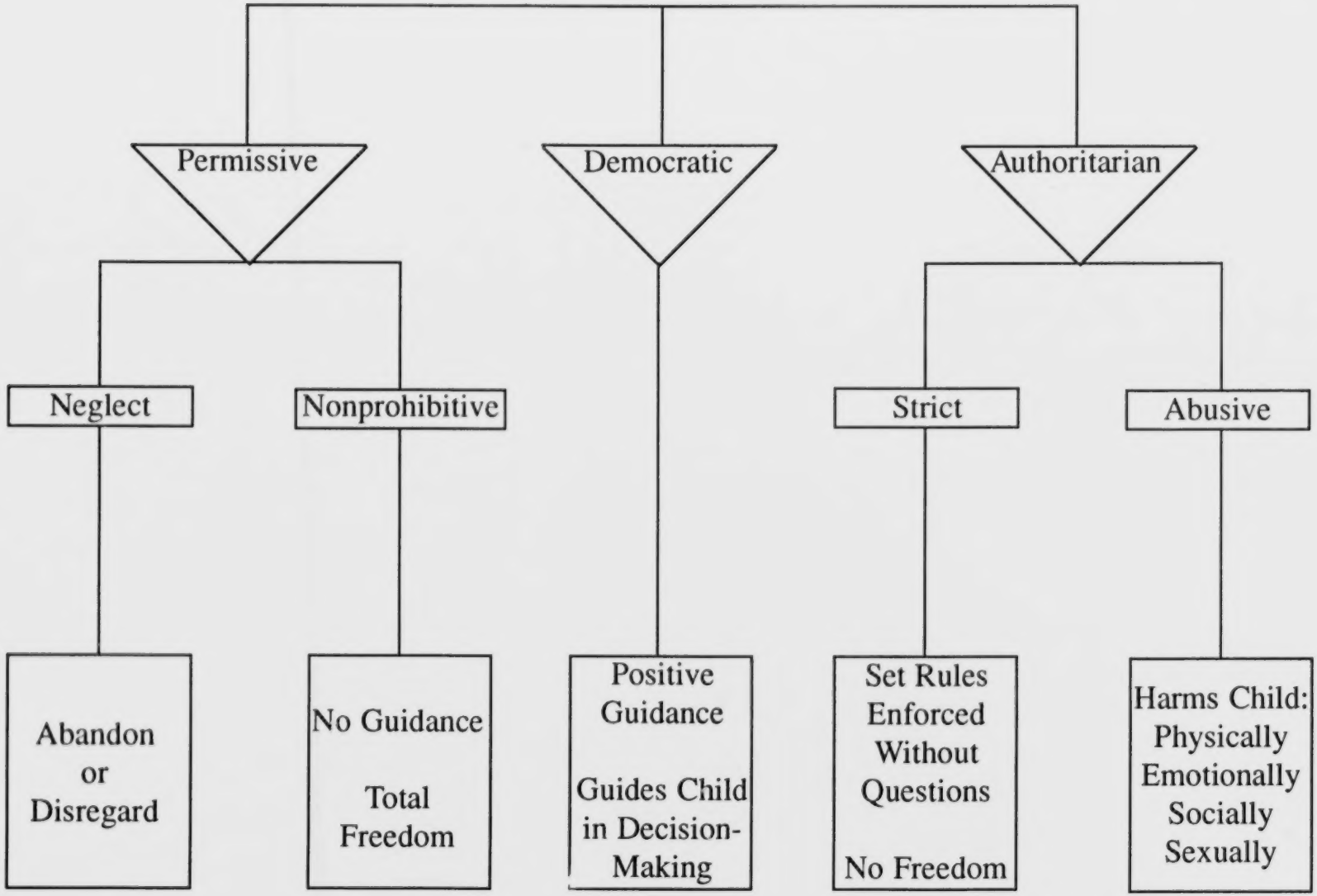
Direct Methods Of Guidance

1. Talk to the child on eye level, and use simple, positive directions.
2. Prevent child from hurting self or others.
3. Assist child in dealing with conflicts with others.
4. Give child a choice whenever possible.
5. Demonstrate or model the desired behavior.
6. Touch, guide, or lead the child by the hand for further direction.
7. Praise child with positive feedback.

Indirect Methods Of Guidance

1. Provide an environment with appropriate activities to promote interest, cooperation, and participation.
2. Encourage independence by arranging accessible activities and equipment.
3. Arrange space for cues regarding appropriate behavior.
4. Schedule activities according to the needs of the children.
5. Provide appropriate adult/child ratio.
6. Consider age, sex, and number of children to form balanced groups.

DISCIPLINE


Permissive
Democratic
Authoritarian
Neglect
Nonprohibitive
Strict
Abusive
Abandon or Disregard
No Guidance
Total Freedom
Positive Guidance
Guides Child in Decision-Making
Set Rules Enforced Without Questions
No Freedom
Harms Child:
Physically
Emotionally
Socially
Sexually

CHILD'S NEEDS FILLED BY DISCIPLINE

Child has security.
Child can live according to standards of the social group.
Child learns to behave in a way that leads to praise, which is interpreted as love.
Child's ego is strengthened.
Child develops conscience.

UNDERSTANDING THE USE OF PUNISHMENT

"Punishment is doing something to a child immediately following a behavior (unacceptable) which reduces the likelihood that the child's behavior will be repeated." *

Types of Punishment	Advantages/Disadvantages	When to Use (situation/age of child)
Physical Examples		
Removal of Privileges Examples		
Verbal Examples		

* Source: Norton, G. R. *Parenting*. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1977, p. 46.

LOGICAL CONSEQUENCES VS. PUNISHMENT

Logical Consequences	Punishment
Expresses the reality of the situation.	Expresses the power of personal authority.
Is related to the misbehavior.	Is arbitrary. Does not have a connection with the misbehavior.
Involves no moral judgment.	Involves moral judgment.
Deals with the present.	Deals with the past.
A friendly and caring atmosphere is maintained.	A hostile atmosphere prevails.

COSTS OF A DUAL-CAREER FAMILY

DIRECTIONS: Take the role of the full-time caregiver (mother or father) of a two-year-old child. You are considering returning to work in a full-time job outside the home. Answer the following questions to find out how much it will cost you. Consult outside references as needed.

	Income	Expenses
1. What kind of job will you have?		
2. About how much will the job pay in the beginning?	$_____	
3. What kind of child care services will you use?		
4. Approximately how much will the child care services cost per month?		$_____
5. How far will you be from work?		
6. How will you travel to work?		
7. Approximately how much will your travel to and from work cost per month? (Don't forget gas, parking , and car maintenance if you drive.)		$_____
8. Will you buy lunch, beverages, and snacks out? If so, approximately how much will that cost you monthly?		$_____
9. Will you be required to purchase special uniforms, shoes, etc. or other extra clothing? If so, approximately how much will that cost you if you divide a year's purchases by 12 months?		$_____
10. Will you have other job-related expenses? If so, what? (labor union dues, etc.) Cost per month?		$_____
11. Total your job-related expenses.		$_____
12. Subtract your total expenses (#11) from your expected income (#2).	$_____ (#2) $_____ (#11)	
COST OF WORKING	$_____	

13. Is it worth the cost? What do you think?

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CHILDREN'S RESPONSIBILITY CHECKLIST

DIRECTIONS: List responsibilities for self, others, and the household which you think are appropriate for children of different ages. Make notes which give reasons for your ideas.

RESPONSIBILITIES	NOTES
Preschoolers	
Young Elementary	
Older Elementary	
Young Teens	
Older Teens	

WORK AND CHILD CARE CONFLICTS

SITUATION #1

One day Mrs. Payne receives a call at her law office from the school nurse. Her ten-year-old son, Todd, is sick with a fever. Mrs. Payne is scheduled to be in court in 30 minutes. Her husband is a pilot and is away on a flight. The sitter's house is just a block from the school, but the law office is a 15 minute drive from the school. What should Mrs. Payne do?

SITUATION #2

Mr. Garcia's eight-year-old son, Ricky, brought home a note from his teacher asking that a parent conference be scheduled. When Mr. Garcia called the school, he discovered that Ricky is having serious academic and behavioral problems with which he needs help. Mr. Garcia, an economically-struggling single-parent, understands that his son's problem is urgent and needs attention. However, if he takes off work, his pay will be docked. What should Mr. Garcia do?

SITUATION #3

Mr. and Mrs. Gray both work for a company which provides after school transportation and care for their four children ages 6, 8, 10, and 12. They have an opportunity to go into business for themselves, a long-term goal. They live in a suburban community near the city where their children go to school and where their business would need to be located. Initially, they would be the only employees, so picking up the children after school would be impossible for them. They would also be on a very limited budget for a few months while starting up the new business. What should they do about their children's after school care?

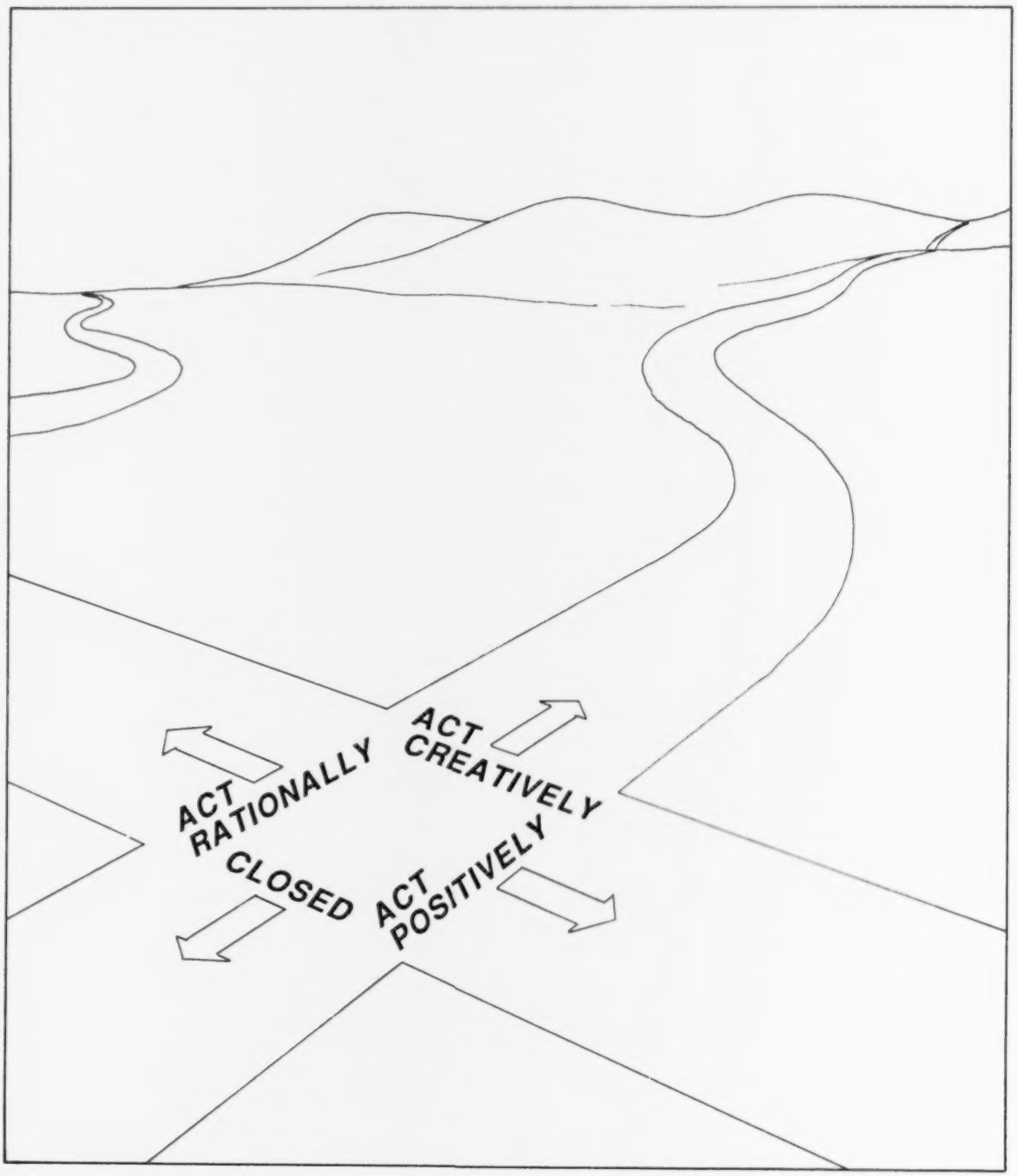
TREND INTERACTION MATRIX

DIRECTIONS: Write a list of societal trends in the blanks down the side of the page. Write the same trends in the same order across the top of the page. Mark an X in each square where two trends seem to be related in some way.

TRENDS

TRENDS

CHANGE AS OPPORTUNITY



Case Studies on Change

CASE STUDY I
Mrs. Adams

Mrs. Adams was an executive secretary ten years ago when she left her job to stay home and rear her children. The children are now in school, and Mrs. Adams wants to continue her profession as an executive secretary. What changes have taken place in this particular market since Mrs. Adams left? How can Mrs. Adams cope with these changes? How will Mrs. Adams return to work affect her children, ages 6, 8, and 10?

Use a problem solving technique to show how this problem can be solved.

CASE STUDY II
The Gibson Family

John and Laura Gibson, a dual-career couple, have been married for six years. After the birth of their first child, Laura stayed home to care for the infant. They are expecting another child in a few months. John is a college professor; Laura is a registered nurse. After careful thought and planning, they decided John should leave his job to care for the children. Laura would remain working as a full-time nurse. What problems will occur for John after the baby arrives? for Laura? How will each of them adapt to the changes in their lives?

Use a problem solving technique to determine ways Laura and John can handle these changes together as well as individually.

CASE STUDY III
The Thompson Family

Harold Thompson works for a large corporation and lives in a small town with his wife and four children, ages 4, 8, 10, and 13. Harold has been offered a new position which requires him to move to a large city many miles from his home. Since the new job would be a promotion for Harold and he would earn more money, he decided to take the position. What changes will occur when he takes this job? moves to a new and larger city? What changes will the family encounter? What changes will each of the four children encounter?

Use a problem solving technique to better understand how Harold and his family could deal with these problems.

PROBLEMS AND CRISES
OF FAMILIES WITH SMALL CHILDREN

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CLASSIFICATION OF FAMILY CRISES

LOSS OF MEMBER

- •DEATH
- •HOSPITALIZATION
- •WAR SEPARATION

ADDITION OF MEMBER

- •UNWANTED PREGNANCY
- •DESERTER RETURNS
- •STEPPARENTS
- •SOME ADOPTIONS
- •MEMBERS OF EXTENDED FAMILY

DEMORALIZATION

- •NONSUPPORT
- •INFIDELITY
- •ALCOHOLISM, DRUG ADDICTION
- •DELINQUENCY

DEMORALIZATION + LOSS OR ADDITION

- •ILLEGITIMACY
- •RUNAWAYS
- •DESERTION
- •DIVORCE
- •IMPRISONMENT
- •SUICIDE, HOMICIDE
- •INSTITUTIONALIZATION

SHIFTS IN STATUS

- •SUDDEN IMPOVERISHMENT
- •UNEMPLOYMENT
- •SUDDEN WEATLH
- •DISASTERS, FLOODS, ETC.
- •WAR
- •POLITICAL CHANGES

THE JONES' FAMILY MOVES

Fred Jones lost his job at the local paper plant. He and his wife, Mary, have three children: Janet, 16; Jason, 12; and Fred, Jr., 5. Mary works at the local grocery store as a clerk. Janet is very active in high school. She is a member of the honors club, foreign language club, and a cheerleader. Jason is in middle school and works very hard on his soccer team. Fred, Jr. has just started kindergarten. Fred participates in all of the community events as well as coaching Jason's soccer team.

After many weeks of searching, Fred cannot find a new job in their small community. The town has had little growth in many years. He has two options: to commute to the larger city 60 miles away or to move to that city and uproot his family. He discussed these options with his wife only. After they listed the advantages and disadvantages of each option, they moved the family to the larger city.

Janet enrolled in a large high school and tried to get to know new students. Jason began to look for a soccer team that needed more players. Fred, Jr. moved to a kindergarten much larger than the one in which he was previously enrolled. Fred began working at another paper plant, and Mary got a job in the department store near their home.

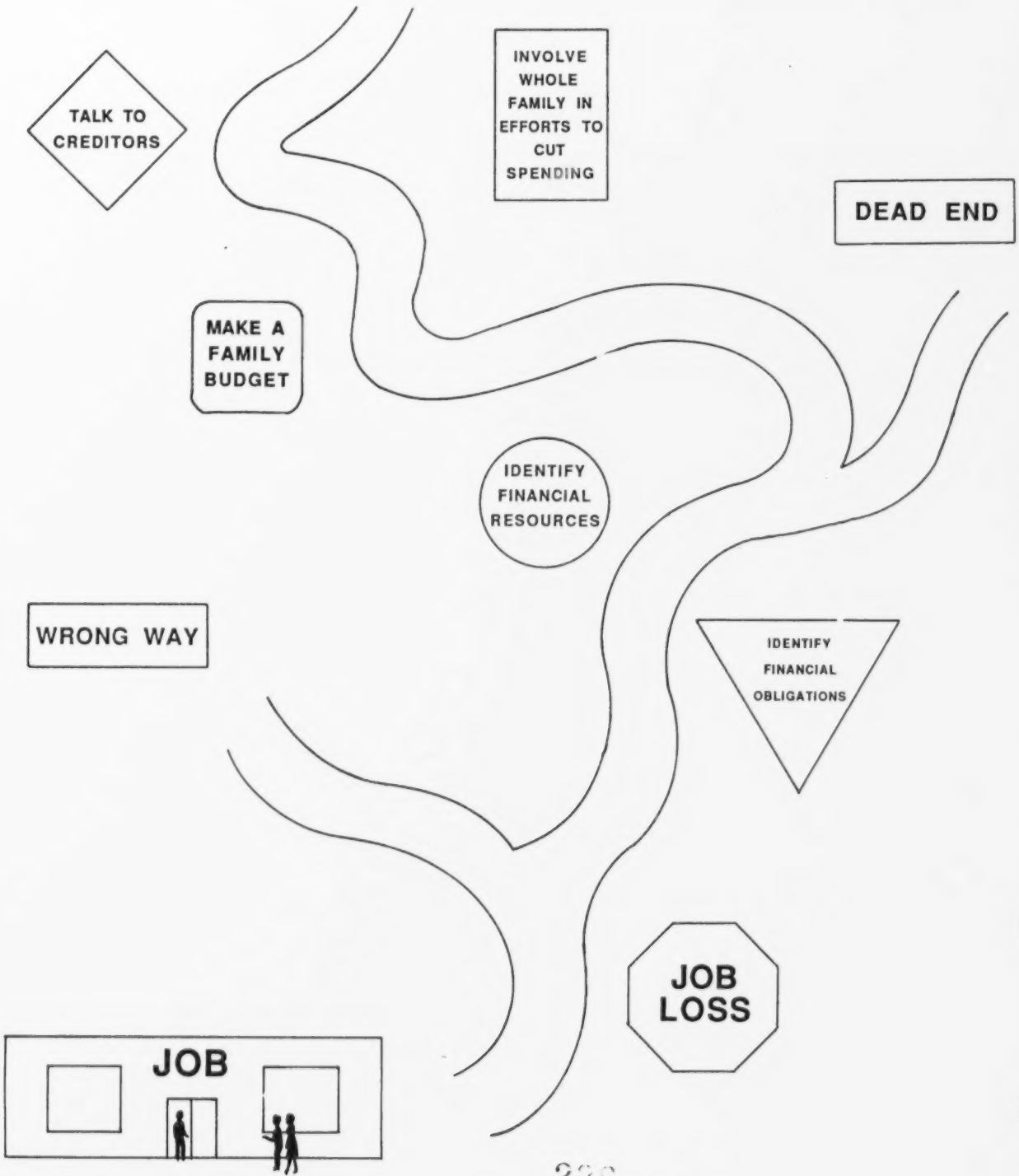
When Fred and Mary made their decision to move, what factors were involved? What steps did they take that contributed to a good decision and the adjustments that followed? How could they have handled the situation better?

WHY DO PEOPLE CHANGE JOBS?

DIRECTIONS: List the reasons why people change jobs and check the proper column to indicate whether it is a positive or a negative behavior.

REASONS	POSITIVE	NEGATIVE

THE ROAD TO MEETING FINANCIAL OBLIGATIONS



TECHNOLOGICAL CHANGES IN YOUR FAMILY

DIRECTIONS: Using this chart, list a technolgical change which has occured. List all of the effects this change has made on your family. Continue by noting the advantages and disadvantages of each effect. Consult with your family to complete the chart.

TECHNOLOGICAL CHANGE	EFFECTS ON FAMILY	ADVANTAGES	DISADVANTAGES

INTERVIEW ON DIVORCE

1. Are your parents divorced?

2. Do you know other parents who have divorced?
   If yes, approximately how many?

If your parents are divorced, please answer the following questions:

3. What are your feelings toward each of your parents?

4. Have your feelings changed since your parents divorced each other? How?

5. Have either of your parents remarried?
   If so, do you live with a remarried parent?

6. If so, how do you feel about your step-parent?

7. What was the hardest change you had to make after your parents were divorced?

8. How did you deal with this change?

9. Did you think you were to blame for your parents' divorce?

10. Do you wish your parents were still married? Why or why not?

11. What would you tell other friends or children to help them deal with the divorce of their parents?

INFLUENCE OF MEDIA ON CRIME AND DELINQUENCY

Category	Time on the Air	Name of the Program	Violence Encouraged? (Explain)	Appropriate for Children? (Explain)	How could this program be changed to reduce the negative influence of violence on television?
Comedy					
Crime/Violence					
Documentary					
Soap Operas (Daytime or Nighttime)					
Suspense/Mystery					
Children's Program					
News Broadcast					
Variety/Seasonal Entertainment					
Public Television					

PARENT RESPONSES TO DRUG AND ALCOHOL ABUSE

DIRECTIONS: Read the following parent quotes and ask for student responses to find out what they know about drug and alcohol abuse and the need for early education. Facts are given in parentheses.

"I haven't talked about alcohol and drugs to our ten and twelve year olds. I want to shield them as long as possible."

(As early as fourth grade, children may have some knowledge of the drug scene.)

"My child is only seven years old—I don't have to think about drugs yet, right?"

(Children as early as the fourth grade may feel pressure to use drugs and drink alcohol.)

"My spouse is an alcoholic, but that doesn't have anything to do with the kids."

(Children of alcoholics are at greater risk for alcoholism as well as other problems.)

"Our children know drugs and alcohol can be harmful, so they shouldn't have any problems."

(Knowledge about drugs and alcohol alone is not necessarily a deterrent to abuse. Family and peer relationships, a child's self-image, and other factors are also very important.)

"If we let our children do what they want to, they won't need to rebel and try drugs."

(Firm, reasonable limits and helping children set their own limits helps them learn to anticipate the consequences and take responsibility for their actions.)

DRUG ABUSE PREVENTION IN CHILDREN

TEACH CHILDREN TO FEEL GOOD ABOUT THEMSELVES

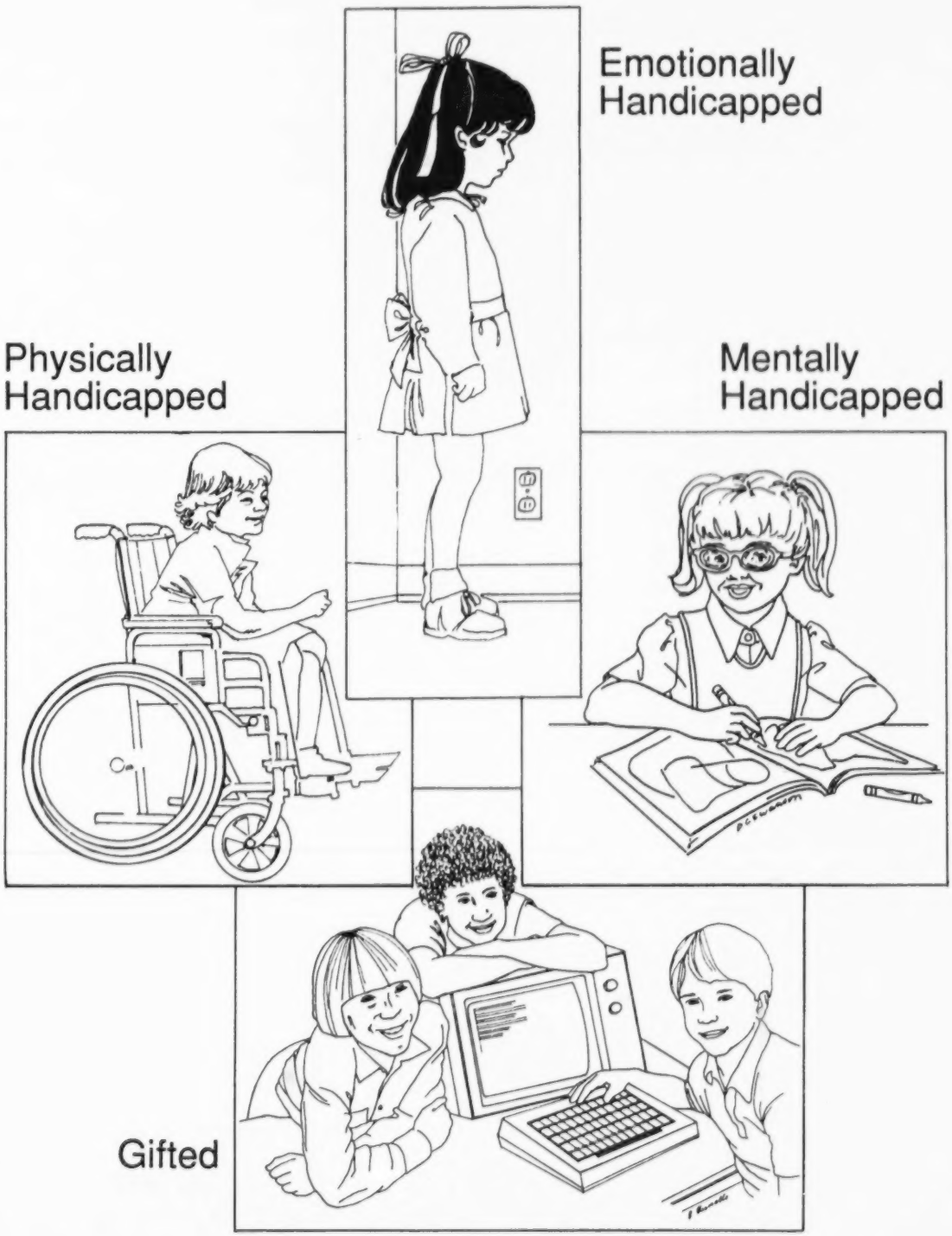
PRESENT POSITIVE ROLE MODELS FOR CHILDREN

SPEND QUALITY TIME TOGETHER AS A FAMILY

SET FIRM, REASONABLE LIMITS FOR CHILDREN

COMMUNICATE A CLEAR POSITION ABOUT ALCOHOL AND DRUGS AND TEACH CHILDREN THE FACTS

TYPES OF EXCEPTIONAL CHILDREN



THE HEREDITY GAME

This game using jelly beans or colored marbles helps to better understand how certain characteristics are passed from grandparents, through parents, to the grandchildren. Each student is visually creating gene development through the use of this game.

DIRECTIONS: Each student starts with four (4) cups labeled for paternal and maternal grandparents. Each cup contains six (6) jelly beans or colored marbles of the same color (each cup must contain different colors, for example, one cup with 6 red beans, one with 6 green beans, etc.). The student will then mark another cup for mother and take three (3) jelly beans from each of the maternal grandparents' cups to place in the mothers' cup. Repeat the process for the father cup taking the beans from each of the paternal grandparents' cups. The jelly beans or colored marbles represent genes. For the student to find his/her characteristics, take three (3) beans randomly from both cups of mother and father, and place in a cup labeled with the students' name. The student should now have six (6) beans of different colors that can be traced back to his grandparents through his parents.The students may take their "inherited characteristics" and color a diagram to represent their individual heredity. (See diagram below.)

The game may be continued by having different students role play getting married and starting a family of their own. The "married couple" can label a cup "child" and take the three (3) jelly beans from the "father" and "mother" cups for the "child" cup. The process can be repeated as many times as necessary for students to visualize the passing of characteristics from one generation to another.

Maternal Grandparents

Mother
r-r-r-r-r-r

Father
g-g-g-g-g-g

Paternal Grandparents

Mother
y-y-y-y-y-y

Father
b-b-b-b-b-b

Mother
r-g-r-g-r-g

Father
y-b-y-b-y-b

Student
?-?-?-?-?-?

CHARACTERISTICS OF LEARNING DISABLED CHILDREN

HYPERACTIVITY

PERCEPTUAL-MOTOR IMPAIRMENTS

FREQUENT SHIFTS OF EMOTIONAL MOOD

COORDINATION DEFECTS

ATTENTION DISORDERS

IMPULSIVITY

MEMORY AND THINKING DISORDERS

ACADEMIC PROBLEMS

SPEECH AND HEARING DISORDERS

EQUIVOCAL NEUROLOGICAL SIGNS AND IRREGULAR EEG'S

Problems With Sensory Impaired Children

BLIND

- inability to establish eye contact
- absence of clearly differentiated facial expressions
- inability to detect mother's (person's) presence unless there is verbal contact
- delayed comprehension skills
- delayed representational intelligence

DEAF

- inadequate auditory feedback
- inadequate verbal feedback
- lack of adult language role model
- developmental lag

Problems of the Gifted Child

AGE OF CHILD	GRADE	EMOTIONAL PROBLEMS OBSERVED	SOCIAL PROBLEMS OBSERVED

Caring for Children with Gifts and Talents

- In guiding the children's learning, emphasize reasoning and problem solving skills, creativity, and critical thinking.
- Help the children learn how to use the scientific method of investigation: state the problem, form an hypothesis, experimentation, observation, and conclusion.
- Emphasize concepts and principles rather than concrete facts. For example, focus on why some sea animals live in shells rather than on the names of different sea shells.
- Help children learn how to learn.
- When presenting information or material to gifted children, increase the complexity or depth of the material.
- Provide activities for children to use the skills of planning, predicting, decision making, and communication.
- Present situations or objects and have the children generate as many solutions or ways to use the objects as possible.
- Stimulate creative thinking by asking hypothetical questions, such as "What if ...?"
- Provide opportunities for children to assume leadership roles. Create situations in which they are guiding the learning of other children.
- Provide mentors or role models for the children.
- Reinforce children's individual interests in a particular field of knowledge. Serve as a resource person.

Tips for the Teacher
Motivating Underachievers

Many gifted children seek to discover knowledge without caregiver encouragement. Yet, others are not as motivated to learn. With these underachieving children, caregivers need to use motivational techniques to encourage them. The following suggestions should be used at levels appropriate to the particular child's development.

- Acknowledge the child's efforts.
- Offer extra credit for original thoughts and achievements.
- Emphasize positive comments in all caregiver-child interactions.
- Give special privileges when children perform specified tasks.
- Allow children who perform at higher levels to be "teacher".
- Encourage children who have finished their activities to create other projects.
- Allow children who achieve at higher levels to participate in more advanced subjects.
- Provide the opportunity for early childhood aged children to experiment with research methods.
- Provide the opportunity to develop debating skills and participate in debates on topics of their choices.
- Allow children who are gifted in math to create mathematical puzzles.
- Encourage children to develop written and oral communications skills through writing scripts and participating in their own TV and radio programs.
- Allow children the opportunity to summarize an article from a magazine or newspaper and present it to another group of children.
- Encourage creativity through a brainstorming session where only unique and unusual ideas may be discussed.
- Provide opportunities for children to express themselves creatively through drawing, writing, and role playing.
- Have children dramatize experiences they have read about, if appropriate.

Two Sides of Gifted Behavior

List A	List B
1. Expresses thoughts and feelings well.	1. With little or no knowledge, may make convincing statements.
2. Works carefully, moving at a quick pace.	2. May be impatient to proceed to next level or task.
3. Seeks to discover and learn more information.	3. May seem nosey.
4. Adds unique, thought-provoking ideas to discussions.	4. May take over class discussions, leading them away from the desired focus.
5. Develops a wide range of knowledge based on the personal experience as well as the experiences of others.	5. May choose to read rather than take part in social, creative, or physical activities.
6. Displays concern for the feelings and rights of others.	6. May have difficulty with restrictions, rules, and inflexible directions.
7. Makes consistent progress, requiring little practice for learning.	7. May lose interest quickly.
8. Sees relationships easily.	8. May be upset or disappointed by everyday events and activities which seem illogical.
9. Uses reading skills to obtain new information and masters material in a short period of time.	9. May become bored by repetitions.
10. Makes contributions toward the enjoyments of life by self and others.	10. May use humor to manipulate others.
11. Completes assigned tasks.	11. May resist a schedule based on time rather than tasks.

Adapted from *Exceptional Children* (2nd ed., p. 370) by W.L. Heward and M.D. Orlansky, 1984, Columbus, OH: Merrill.

FAMILY CRISES:
CHILD WITH MENTAL RETARDATION

Parental feelings of guilt, anger, resentment
Social isolation
Role strain of parents
Economic problems
Excessively high aspirations for other children
Increased marital conflict
Sibling rivalry
Problems of care:
- Prolonged dependency of child
- Special treatment and training

Parents of Exceptional Children

Reactions to Their Handicapped Child May Be:

- Shock
- Remorse
- Martyrdom
- Ambivalence
- Self-pity
- Bitterness
- Depression
- Envy of other families

- Guilt feelings that they have caused it in some way
- Refusal to believe it; seek other opinions
- Overprotection of the child
- Inability to accept the child's limitations
- Feelings of heavy responsibility
- Rejection of the child

FAMILY CRISES: PHYSICAL ILLNESS

SHORT-TERM

- Every family faces illness sometime
- Rallies resources and support
- Usually manages through time of stress; sees an end to illness
- Has support of extended family and neighbors

LONG-TERM

- Emotionally draining
- Financially draining
- Additional employment and home responsibilities for family members
- All family members under stress
- Family may have to resort to community means of support: welfare, child care, foster care, etc.

IS THIS BUILDING HANDICAPPED EQUIPPED?

Names of group members: _____

DIRECTIONS: Answer by checking Yes or No to the following questions.

	Yes	No
1. How accessible are these to handicapped persons?		
(a) Are ramps provided for all doors?		
(b) Are elevators available?		
(c) Is there handicapped parking available?		
(d) Is the parking accessible to the entrances for handicapped persons?		
2. Are the restrooms adapted to meet the needs of the handicapped person?		
(a) Are there handrails in the restrooms?		
(b) Is there enough space for a wheelchair?		
(c) Are the sinks and mirrors low enough for the use of handicapped persons?		
3. Are there telephones available for the handicapped?		
4. Are the telephones accessible to those persons in wheelchairs?		
5. Can all parts of the building be reached in a wheelchair?		
(a) Are the doorways and ramps wide enough?		
(b) Are the doors too difficult to open from a wheelchair?		
(c) Are there any obstructions in the doorways?		
(d) Are the ramps/hallways safe for wheelchair travel?		
6. Would you consider this building safe for handicapped persons?		

7. What improvements could be made to make it more accessible to handicapped persons? List them.

_____

_____

_____

FORMS OF CHILD ABUSE

Physical Abuse
Sexual Abuse
Physical Neglect
Medical Neglect
Emotional Abuse
Emotional Neglect
Educational Neglect

SIGNS OF ABUSE AND NEGLECT

DIRECTIONS: Using the definitions at the bottom of the page, fill in the blanks to create words associated with child abuse and neglect.

1. ___ ___ A___ ___ ___ ___ ___ ___
2. B___ ___ ___ ___
3. ___ ___ ___ ___ U___ ___ ___ ___ ___ ___ ___
4. ___ ___ ___ ___ S ___ ___
5. ___ ___ ___ E___ ___ ___ ___ ___ ___ ___
6. ___ ___ ___ N___ ___ ___ ___ ___
7. ___ ___ E___ ___ ___ ___ Treatment
8. Harsh ___ ___ ___ G___ ___ ___ ___
9. ___ ___ ___ ___ ___ ___ ___ ___ ___ L
10. E___ ___ ___ ___ ___ ___ ___
11. Lack of C___ ___ ___ ___ ___ ___
12. ___ ___ ___ T___ Clothing

CLUES:

1. Injury to bones
2. Injury caused by heat
3. Lack of proper diet
4. Injury caused from hitting or falling
5. Cuts
6. Left alone
7. Unfair
8. Oral communication
9. _____ or delayed physical, emotional, or intellectual development
10. Unprotected, abandoned
11. No interest
12. Unclean

ANSWERS: Fractures, Burns, Malnutrition, Bruises, Lacerations, Abandoned, Unequal Treatment, Harsh Language, Withdrawal, Exposure, Lack of Concern, Dirty Clothing

PARENTS WHO ABUSE THEIR CHILDREN

STUDIES SHOW THESE PARENTS USUALLY:

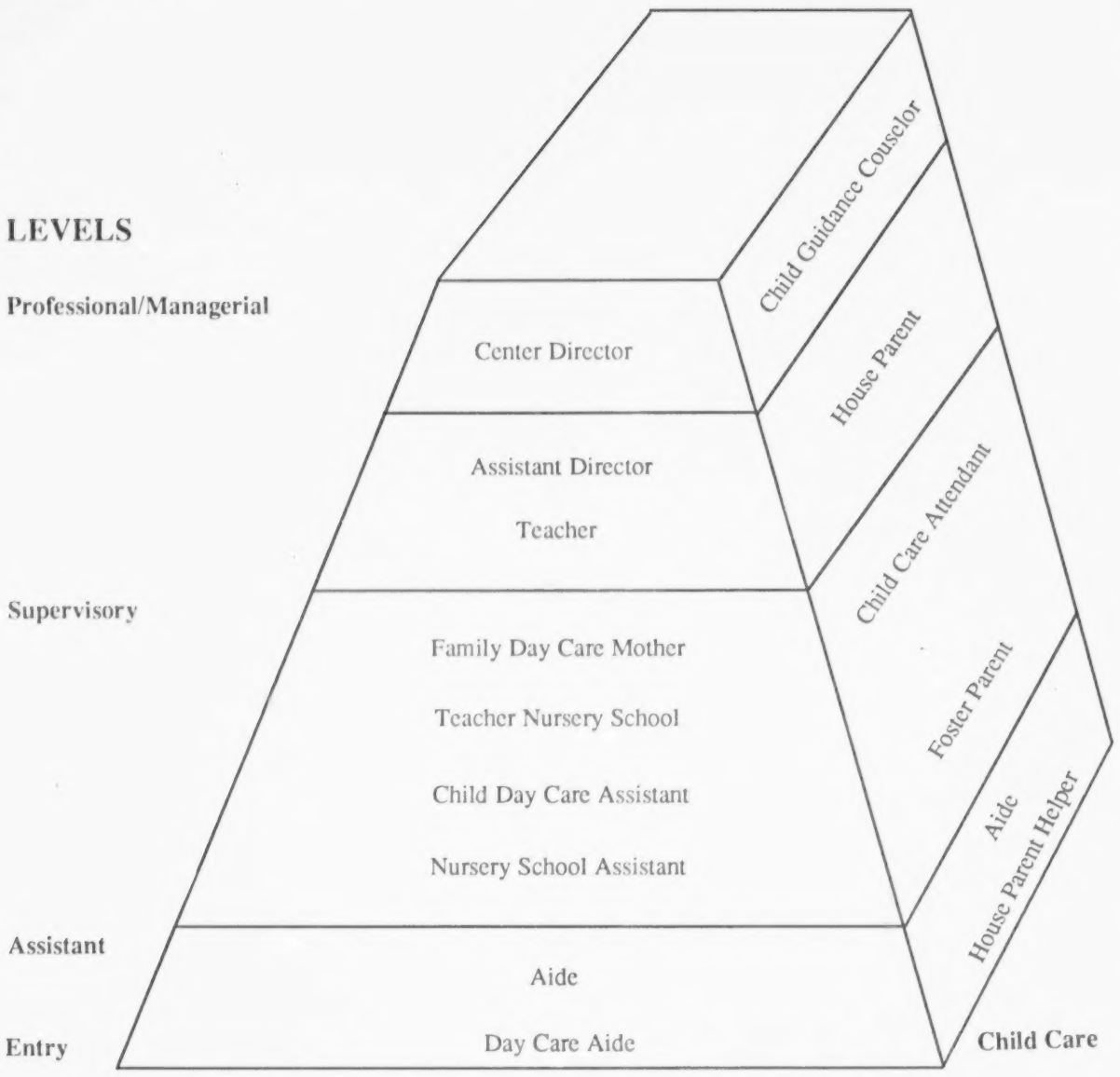
- Have unrealistic expectations of child's abilities
- Were abused themselves
- Were emotionally deprived during childhood
- Have a low self-esteem
- Think child should fulfill their needs
- Are very sensitive to rejection
- Have an unhappy marriage
- Have money problems
- Are isolated from others; have no one to help in stressful times
- Are immature and insecure

From: Papalia, Diane, Olds, Sally. *A Child's World* (New York: 1975) pp. 266-270 (22).

EMPLOYMENT RELATED TO CHILD CARE

Child Development	Health	Care
Teacher's Aide	Nurse's Aide	Babysitter
Head Start Aide	Recreational Therapist	Playroom Attendant
Toy Consultant	Pediatric Nurse, LPN	Nursery School Attendant
Recreational Supervisor	Pediatric Nurse, RN	Child Care Aide
Teacher	Pediatrician, MD	Housekeeper
Handicapped Children's Specialist	Child Psychologist	Children's Institutional Aide
Child Development Specialist		Child Welfare Researcher
Administrator for Children's Programs		Social Worker
Operator of Day Care Center		

CHILD DEVELOPMENT CAREER LADDERS



CHILD CARE CENTER

SAMPLE SCHEDULE FOR CHILD CARE CENTER EMPLOYEE

7:00 a.m.	Greet parents and children who arrive early. Record information from parents about children's schedules, etc. Help children put away their coats and possessions. Assist cook in feeding early arriving children breakfast.
7:45 a.m.	Prepare room and get out supplies and equipment for activities
8:00 a.m.	Greet children and parents as they arrive, taking down information from parents and helping children put possessions away. Supervise group of children in play and learning activities.
10:00 a.m.	Prepare snack. Assist children in the bathroom. Help children serve and clean up from snacks.
10:15 a.m.	Supervise children on the playground.
11:00 a.m.	Lead children in group singing. Read a story to a group of children.
11:30 a.m.	Help children clean up and prepare for lunch. Eat with children. Guide children in cleaning up after lunch.
12:00 noon	Arrange sleeping cots. Assist children in the bathroom. Sit with children while they nap.
12:30 p.m.	Review schedules and share information about children with afternoon caregiver. Complete records about children.
1:00 p.m.	Sign out in office.